DOCUMENT RESUME

ED 124 822 88 CG 010 610

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TITLE Systematic Approach to Guidance; Groups and Group Leadership Skills. A Competency-Based Staff Development Training Package.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Mesa Public Schools, Ariz.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
NOTE 116p.; For related documents, see CG 010 611-618

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Autoinstructional Aids; *Counseling; *Educational Programs; Groups; *Guidance; Laboratory Training; *Leadership Training; Manuals; Occupational Guidance; Simulation; *Skill Development; Skills; *Staff Improvement
IDENTIFIERS *Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This module was developed as one of eight dissemination packages prepared under an E.S.E.A. Title III project. The package is designed so that the learner may work at his own pace, within a maximum time limit. The goals of the module are to describe briefly the ways counseling and other personnel can use group leadership skills in three basic types of groups; to implement a comprehensive career guidance system; and to develop three basic communication skills that are useful in facilitating interpersonal interaction in all group settings. Extensive appendices include a coordinator's guide, flow charts, instructional materials, group activities, a simulation activity and assessment procedures. (NG)

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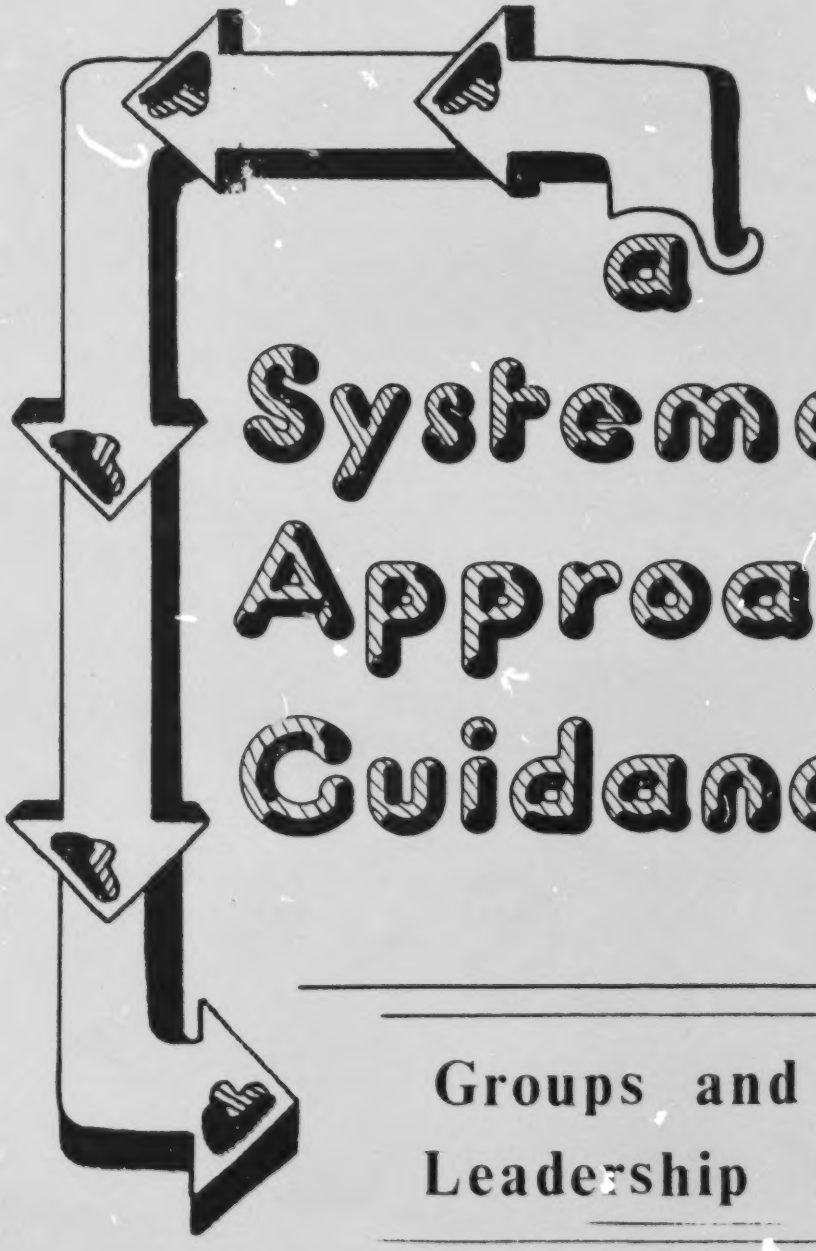

a Systematic Approach to Guidance

Groups and Group Leadership Skills

2

AN ESEA TITLE III PROJECT

A COMPETENCY-BASED STAFF DEVELOPMENT TRAINING PACKAGE

MESA PUBLIC SCHOOLS ››› DR. GEORGE N. SMITH, SUPERINTENDENT

CG 010 610

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Groups and Group Leadership Skills

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Supported by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963 and Title III of the Elementary and Secondary Education Act of 1965.

Illustrations and Cover Design by Sally Valentine
Printing and Layout Design by Jeani Garrett and Ronald Burgus
Printing by Mesa Public Schools District Print Shop
Special Acknowledgment: Doris Hazenfield

The project presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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FOREWORD

This module was developed as one of eight dissemination packages which were being prepared under an E.S.E.A. Title III project. The Mesa Public Schools worked in concert with the American Institutes for Research (AIR) in this Title III project.

It should be noted that what is being presented here is information on Mesa's on-going long-range project in career guidance, counseling, placement and follow-up; funded not only by Title III but also by Vocational Education Part D Exemplary and District funds. A key element of this project has been the designing, field testing and final production of staff development training packages.

The specific participation of E.S.E.A. Title III comprises an integral part of the total process for orienting counseling services toward specific student outcomes in an accountability model. Title III is housed in the Arizona Department of Education under Carolyn Warner, Superintendent of Public Instruction. The Title III staff was directed by Fred J. Sughrue and the consultants assigned to this project were Jewell Sisemore, the Assistant Director of Title III, and Jesse Udall, Education Program Specialist.

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INTRODUCTION

OVERVIEW

This "module" is part of a package which includes the following:

- Coordinator's Guide - Appendix A
- Tape-slide introduction
- Flow chart of the comprehensive approach
- Package goals and objectives
- Instructional materials (module)
- Group activities
- Simulation activity
- Application procedures
- Pre- and Post-assessments
- Further references

Packages are designed so that you may work at your own pace but should not take over 20 hours to complete.

The module itself contains the flow chart to the comprehensive approach, the package goal and objectives, instructional materials, and group activities. The flow chart defines the four major phases of the comprehensive approach to developing guidance, counseling, and placement programs and how they relate to each other.

START

THE COMPREHENSIVE APPROACH TO DEVELOPING GUIDANCE COUNSELING AND PLACEMENT PROGRAMS AND RELATED COMPETENCIES

FLOWCHART

PLANNING COMPETENCIES

1. Orient to the four areas of the comprehensive approach; define philosophy, purposes, and target groups.
2. Design, conduct, & report current status assessment
3. Design, conduct, & report desired outcomes assessment (needs assess.)
4. Identify new program needs; write program goals and student objectives (outcomes;) evaluate

CONTEXT EVALUATION

STRUCTURING COMPETENCIES

1. Specify program participants and objectives for immediate programs; Indicate target groups and skill levels required to achieve objectives of program
2. Determine format design; list possible available program procedures and materials; choose most appropriate procedures and materials
3. Develop programs based on previously identified goals and objectives; provide for the development, critiquing, and editing of program products

INPUT EVALUATION

MAY NEED TO RETURN TO

PLANNING COMPETENCIES AREA

IMPLEMENTING COMPETENCIES

1. State implementation objectives and strategies
2. Select implementation staff and initiate staff development activities
3. Prepare pilot and field test sites, and implement programs
4. Determine additional staff competencies needed for which training will be needed

PROCESS EVALUATION

MAY NEED TO RETURN TO

PLANNING COMPETENCIES AREA	STRUCTURING COMPETENCIES AREA

DECISION-MAKING COMPETENCIES

1. Design, conduct, and report product evaluations
2. Determine costs, relate costs to effects, and summarize and display cost effectiveness ratios
3. Design, conduct, and report studies that identify the most cost-efficient procedures and programs
4. Design, conduct and report cost-benefit studies
5. Make decisions related to necessary future programs and changes in field-tested programs; and communicate these decisions and rationale

PRODUCT EVALUATION

MAY NEED TO RETURN TO

PLANNING COMPETENCIES AREA	STRUCTURING COMPETENCIES AREA	IMPLEMENTING COMPETENCIES AREA

STOP
or re-enter cycle at appropriate point

NOTE:
Highlighted area(s) indicates competencies presented in this module.

The preceding diagram illustrates the parts of the comprehensive approach you will be learning about in these staff development packages. Each of the packages helps the reader to develop one or more of the competencies listed. The general purpose of this module and the specific outcomes that you should achieve through it are summarized below through the goal statement and package objectives.

MODULE GOAL

The module has two main purposes. The first is to briefly describe the ways counseling and other personnel could use group leadership skills in three basic types of groups (and to mention a fourth type) to implement a comprehensive career guidance system. The second purpose is to develop three basic communication skills that are useful in facilitating interpersonal interaction in all group settings.

MODULE OBJECTIVES

When you have completed this module, you will be able to:

Page		
21-26	1.	Define in a paragraph each of the four types of groups (task groups, guidance groups, counseling groups, and psychotherapy groups) with which counseling personnel should be familiar to implement a comprehensive career guidance program.
29-31	2.	List in their typical order and briefly define the four stages in the evolution of a group's identity.

31-33	3. List and briefly describe the six characteristics of effective groups discussed in this module.
35-39 80, 81	4. Given three tape recorded statements, verbally paraphrase the content of each with an accuracy rated "acceptable" by a trained judge.
40-49 81, 82	5. Given three tape recorded statements, verbally paraphrase the feelings associated with each with an accuracy rated "acceptable" by a trained judge.
49-58 81, 82	6. Given three tape recorded confrontation situations in which a conflict of needs is evident, respond (as one participant) by giving verbal expression to the feelings (and only them) that you experience. A trained judge must rate your performance "acceptable" for you to achieve this objective.

MODULE OUTLINE

Approximate Time	Activity
1.5 hour	Introduction. You take the preassessment and view a tape-slide presentation. Next, you engage in a brief activity. Then the coordinator will explain the structure and purposes of the module. Questions and discussion are included.
1 hour	Initial Reading. Read the text, which outlines important considerations in group leadership and presents basic group leadership skills. Questions and discussion follow.
1 hour	Simulation. This activity gives you a chance to practice the three skills you learned about in the reading.
4 hours	In-Depth Study. You extend your knowledge through additional reading. Then you share what you've learned with other workshop participants.
2 hours	Application. In this activity you evaluate a group session in which you participated and begin planning to use your group leadership skills.
2 hours	Post-Assessment. Here is where you demonstrate that you have achieved the objectives of the module. You will write answers to questions and tape-record evidence of your leadership skills.
20 minutes	Wrap-up. The workshop coordinator will sum up the module and will point out additional sources of information. Any final questions will be resolved.

PRE-ASSESSMENT

The questions below are designed to give you an idea of the instructional content of this module so you may determine:
1) whether you wish to continue working on the module; and
2) whether you want to skip certain sections of it. Each question relates to the module objective of the same number. The pages of the text that present the information required to answer the questions are indicated after each question.

Try to answer each question and check your work using the answer key provided. Then, if you feel the module or certain sections of it will be of benefit to you, continue with the tape-slide presentation.

1. Use these terms to fill in the blanks in the sentences below. (pp. 21-26)

    task groups
    guidance groups
    counseling groups
    psychotherapy groups

To implement a comprehensive career guidance program, counselors and others should be familiar with several types of groups. Of these a._____are most likely to focus on presenting information.

b. _____ may be established for a number of purposes. Exploring personal feelings about youth growing up in America might be one.

Many of the same theoretical approaches are used in both c. _____ _____ and d. _____.

In e. _____, participants are least likely to examine their feeling reactions, while in f. _____ this is encouraged but not necessary. Decision-making is an especially significant component of g. _____.

2. The evolution of group identity is likely to proceed through four stages. These stages are listed in column A in random order. Number the stages to indicate their usual sequence. In column B, characteristics that are often associated with the stages are listed. Write the name of the appropriate stage in front of each characteristic. (pp. 29-31)

Column A	Column B
___a. norming	_____s. group purposes and procedures are being agreed upon
___b. storming	_____t. the purposes of the group are being explored
___c. performing	_____u. a sense of group identity has been achieved
___d. forming	_____v. personal relationships between group members are being resolved
	_____w. personal reactions of group members are being probed
	_____x. full attention is being turned toward group goals
	_____y. group members are engaging in initial encounters
	_____z. procedural limits are tested

3. Put a check in the blanks before the six general characteristics of effective groups. (pp. 31-33)

____a. majority rule

____b. free expression of feelings

____c. free expression of thought

____d. respect for leader's authority

____e. participation

____f. agreement by consensus

____g. leader keeps discussion focused on goals

____h. lack of conflict

____i. expression of well-conceived ideas

____j. direct progress to action decisions

____k. disagreement

____l. self-evaluation

Imagine this situation when you answer questions 4, 5, and 6. Richard Rogers, an eleventh grader, was denied a library pass by his American History teacher, Mrs. Schwartz, for failing to turn in an assignment. He had been daydreaming when the assignment was made but argued with Mrs. Schwartz about it anyway. Richard's grades in American History are poor, although he earned good grades last year from Mr. Brock in World History. During a group counseling session, Richard made this statement:

> "I hate American History, and I hate Mrs. Schwartz. She's a terrible teacher. I want to transfer out of her class and take Mechanical Drawing instead. Mechanical Drawing is more interesting, and more useful, too."

4. Circle the letter in front of the phrase below that represents the best example of a reflection of the <u>content</u> of Richard's statement. (pp. 35-39)

a. You find American History boring.

b. You would rather take American History from Mr. Brock.

c. You would rather take Mechanical Drawing than American History.

d. You're having a little trouble with American History and Mrs. Schwartz.

5. Circle the letter in front of the phrase below that represents the best example of a reflection of the <u>feelings</u> behind Richard's statement. (pp. 40-48)

   a. You feel like giving up in American History.

   b. You feel inadequate in American History.

   c. You feel impatient with Mrs. Schwartz.

   d. You feel secure in Mechanical Drawing.

6. Below are four statements a group leader might make in response to Richard's statement. Circle the letter of the one which shows the most accurate expression by the leader of his own feelings. (pp. 49-57)

   a. I feel you may be right in thinking Mechanical Drawing is more useful than American History.

   b. I feel uncomfortable when you criticize Mrs. Schwartz.

   c. I feel it's a shame that American History is not as easy for you as World History.

   d. I feel you could do better in American History if you tried harder.

PRE-ASSESSMENT

ANSWER KEY

1. a. guidance groups; b. counseling groups; c. counseling groups or psychotherapy groups; d. counseling groups or psychotherapy groups (the one you didn't use for c.); e. task groups; f. guidance groups (or counseling groups); g. task groups.

2. 3 a. norming s.
   2 b. forming t.
   4 c. performing u.
   1 d. norming v.
   storming w.
   performing x.
   forming y.
   storming z.

3. __ a.
   x b.
   x c.
   __ d.
   x e.
   x f.
   __ g.
   __ h.
   __ i.
   __ j.
   x k.
   x l.

4. c
5. a
6. b

AUDIO VISUAL INTRODUCTION

This package or module, "Groups and Group Leadership Skills" includes an audio cassette and slides to introduce you to this phase of the staff development series. We suggest that you and any other individuals who are considering working on this package first take a few minutes to view and hear this presentation. The tape is playable on any cassette recorder. The slides are also standard and numbered in the order of appearance. An audio cue ("beep") indicates the points at which you are to advance to the next slide. Begin with the title slide in the projector gate.

In the event the tape-slide is not available, you may read through the tape-slide script which is located in Appendix B. This will give you a quick overview of the contents of the module.

INITIAL ACTIVITY

On the following pages are two skits. They illustrate the way two different counselors operate in the same group setting. One counselor uses the three communication skills that are the focus of this module; the other does not.

Choose five people to play the parts of: 1) the group leader, 2) Bill, 3) Joanne, 4) Laurie, and 5) Tom. Have them act out the first skit. If possible, assign a new cast for the second skit.

During the skits, think about the communication patterns each counselor uses and the way students respond to him. After the skits, you will engage in a discussion of them with your coordinator and the rest of your group. If you are working through this module alone, or without a coordinator, you will find the verbal presentation usually presented by that person located on pp. 94-100.

SKIT!

Setting: 11th grade guidance group meeting.

Group Leader: OK, everybody, last meeting we were talking about college as an experience to help people grow. Bill, you were starting to tell us about your sister's experience.

Bill: Yeah, she went to a big university in the Midwest. She was miserable! She was jammed into huge old classes with hundreds of kids. When the time came for registration she waited hours in lines. Nobody really helped her. All they wanted was to be sure she followed all their silly rules.

Group Leader: But Bill, how else could they manage all those thousands of students?

Joanne: Maybe in a small college it's better.

Laurie: My sister went to a real small college. Everybody knows everybody else's business, just like a small town. She sure didn't feel like she grew much there.

Group Leader: However, college is good for you in the long run. Whether it's big or small, you come to appreciate all you got out of it later. And you all know that the best jobs go to college graduates.

Laurie: Yeah, that's what they keep telling us.

Group Leader: It's true. The statistics will tell you.

Bill: But we're talking about a "growing experience." It doesn't sound to me like Bill's or Laurie's sisters felt that was happening to them. And degrees aren't worth as much as they used to be. My sister stuck it out and got her degree in French, and she can't find a job that's anything like what she wants. Why spend all that money for nothing?

Group Leader: Maybe she stopped looking just one day too soon.

Tom: It's such a big risk to take . . . leaving home and doing something you're not sure will turn out.

Group Leader: But worth it, Tom. We've all got to take risks to grow.

Joanne: I think it could be really exciting. Surely with all the intelligent, educated people they have to teach us there could be lots of exciting things going on. Even if it's a big impersonal campus you can find interesting courses and people--and film series and stuff.

Tom: Maybe you could, Joanne. You make friends easily. And your grades are good enough to get in anywhere. Mine are really on the border.

Group Leader: You've got some time to pull them up, Tom. And Joanne's right in thinking big campuses are stimulating. That's the kind I went to and I've always been glad.

Tom: I think I could stay right here and work in my dad's hardware store and get just as much out of it. I don't need to know all about world literature to be happy.

Laurie: And you're a boy! Girls have even less real need for college--though it might be fun if your parents could spare the money. Even if I only went for a couple of years I think I'd enjoy it.

Bill: Can't your parents afford it?

Laurie: Yes, but they said after spending all that money on my sister to no purpose that they wouldn't send any more kids through college--not daughters, anyway. My sister quit after three years and it really made them mad.

Group Leader: You should check out scholarships and loans, Laurie.

Laurie: I already have. I don't really have the grades to get much that way either.

Group Leader: Well, I'm glad at least you see the value in college, Laurie, even if you aren't able to go.

Bill: Oh, I don't think any of us really feels college has no value. It would look good on your record for getting a job. But helping you grow as a person--I don't know.

Group Leader: Believe me, Bill, it does.

Bill: My sister said the most she learned was from getting away from home, living with people her own age, and thinking about other people's way of life. You don't have to go to college to do that. What I'd really like to do is ride my bike around the world, live off the land, and never worry about the future. Just let it happen.

Group Leader: That's not exactly responsible behavior, Bill. It's important for you to pick a goal for yourself, consider consequences, and behave in the way that's the best overall. Riding a bike around the world wouldn't get you any closer to your goals.

Tom: Could you do that, Bill? All by yourself? Wouldn't you be scared?

Bill: Naw, all you need to do is do it. College will always be there when you get back.

Joanne: My dad says if you don't go right after high school, you won't go at all. I feel like it's something I ought to do right away and get it over with. But I'd love to go traveling. And I really think I'd want to go later on. . . I think I'd look forward to it. Right now I'm pretty sick of school.

Bill: That's sort of what I feel too.

Group Leader: What Joanne said about never going back is the truth. Many people want to but find it's just too late for them to take the time and money to do it. A friend of mine from my high school days called me last month, and told me how sick of his job he was and how he regretted not having gone to college. That's the voice of experience speaking. I think you'd all do well to consider it.

Bill: Yeah.

SKIT II

Setting: 11th grade guidance group meeting.

Group Leader: OK, everybody, last meeting we were talking about college as an experience to help people grow. Bill, you were starting to tell us about your sister's experience.

Bill: Yeah, she went to a big university in the Midwest. She was miserable. She was jammed into huge old classes with hundreds of kids. When the time came for registration she waited hours in lines. Nobody really helped her. All they wanted was to be sure she followed all their silly rules.

Group Leader: It sounds like you think college could be sort of a factory, rather than a growth experience.

Bill: Boy, I'll say. I'd hate being just a number like that.

Joanne: Maybe in a small college it's better.

Laurie: My sister went to a real small college. Everybody knew everybody else's business, just like a small town. She sure didn't feel like she grew much there.

Group Leader: Sounds like just the opposite problem. It's no fun to have too little privacy, either.

Laurie: Yeah, she finally was able to move into a small apartment. It was a pretty good college and she learned a lot, but she was unhappy at first. The personal situation wasn't so good. I thought her courses sounded really neat, though.

Group Leader: It sounds to me like Laurie's saying that college can be fun if the courses are good and the life style can be made comfortable. Anybody else have comments on that?

Bill: My sister finally got in with a group in the French department, which she majored in. They all were really good friends and still keep in touch. But she really had to stick out those first few months--well, first year, really. After that she seemed to find the excitement really fun.

Tom: I don't think I could stick it out that long.

Group Leader: You feel a year is too long to go without friends.

Tom: Well--uh--I guess I wonder if even after a year I'd have any. I mean good friends who'd write and stuff.

Joanne: Oh, you can always make friends, Tom.

Group Leader: Tom must have some feelings that it's not an easy thing to do.

Tom: Yeah.

Group Leader: It makes you feel like you might not have any friends at all.

Tom: I guess. I have a few here at school. I'd hate to leave them. I could stay here and work in my father's hardware store. I don't need to know all about world literature to be happy.

Group Leader: You think there are other things of value in life besides classroom learning.

Tom: Sure there are. I admit some of my classes are fun, especially the shop classes and chemistry, but the hardware store is fun too. But then again, if you don't know anything about world literature your conversation isn't too good.

Group Leader: Sounds to me, Tom, like you feel torn. You like some of your school subjects, but you also like a lot of things about working in your father's hardware store. You think college is important to a person's status in the world, but you also think there are things more important than status.

Tom: Yeah, that sort of says in a nutshell the choice I have to make. It's not easy. I really like a lot of my subjects, though I don't do too well.

Joanne: A lot of teachers know you like their courses, Tom, no matter what grades you get. I like a lot of mine too; in fact, I like them all, and do pretty well. I don't know what direction I'd go in college. I'll be going, though.

Laurie: You know you will, Joanne. You have the grades and your parents have the money.

Group Leader: Sounds like you wish you had those things, Laurie.

Laurie: I'd really like to go to college. But I'm a terrible test-taker. My grades just aren't very good. And my parents wouldn't pay for me to go to college anyway. My sister quit just before her senior year and it really made them mad. They said they'd never send another daughter to college. But my brother gets to go.

Group Leader: You don't think they're being too fair with you.

Laurie: I sure don't! My sister did everything easily, but she never really cared about learning. School was just social life to her. She went to that good college, but all she wanted was to get away from the dorms so she could have her boy friends visit. And she ruined my chances to go.

Joanne: Do I make you feel angry too?

Laurie: Yes! Well, sort of. But you're a really good student and I know school's important to you for itself. I'm glad you can go. I just wish I could too. I've checked out a couple of scholarships and loans, but I don't think I can qualify.

Group Leader: You don't think you have either need or merit enough to get financial help.

Laurie: No--but I haven't looked very thoroughly either. I've been too upset to bother much looking for help. I don't know much about what's available.

Group Leader: There's money available from some very unusual sources.

Joanne (To Group Leader): Did you really like college? I mean for anything else besides getting a job?

Group Leader: Yes, I did, but it didn't happen right away. I had some lonely times and classes I thought were really dumb. It's not all either way, you know. I'm glad to see all of you looking at all sides of the picture. It makes me confident that you'll make some well-thought-out choices.

Joanne: Thank you. Well, I like school and all, but right now. . . I really wish I didn't feel I have to go right away. My father's always saying that if you don't go right after high school you won't go at all.

Group Leader: You don't feel that way?

Joanne: No. I know I want to go to college some day. But right now I'm tired, and I'm dreading having to go through four more years after graduation without a break.

Bill: Me too. I want to go someday too. But I sure would like to explore the world a little first and find out what I want to do. I'd really like to take a year or two and just ride my bicycle all over the world. That'd be a real "growth experience."

Group Leader: You think you'd learn more doing that right now than in college.

Bill: Right now, yes. More about myself and what I enjoy. I don't mean you don't learn a lot in college.

Joanne: But it's all more bookwork.

Bill: No, it's more than that. My sister learned the most by getting away from home, living with people her own age, thinking about other people's way of life. College is good for that as well as for bookwork, I think.

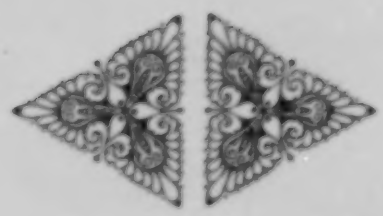
Group Leader: Sounds like both of you are saying you'd like a breather from schooling and some time to sort yourselves out. But, Joanne, you feel some pressure from your father to go right on.

Joanne: Yes, he never went to college and he's really pushing me to be a success. And I am, in the ways that are important to him--grades and all. But sometimes I feel like I can't breathe my own breaths. I'd love to ride a bike all over the world and just do exactly what I wanted.

Bill: I think we've got our solution, Joanne. I'll get a tandem bike and we'll never be heard from again.

Joanne: Oh yeah, let's come back some day. I want to go to college.

Group Leader: When you're ready to start looking--the catalogs are all over on that wall!



INITIAL READING-TEXT

GROUPS AND GROUP LEADERSHIP SKILLS

For the purpose of acquainting guidance, counseling, and other personnel with group functioning, we would like to differentiate four basic types of group situations which you may encounter as leader or participant. These are:

TASK GROUPS
GUIDANCE GROUPS
COUNSELING GROUPS
PSYCHOTHERAPY GROUPS

These four types differ in purpose and in structure. Task groups generally consider the production of a product or the solving of a problem as their major goal. They examine the feelings of their members only when these feelings interfere with group progress toward its goal. Guidance groups, by our definition, include the presentation of information in their proceedings, often on educational-vocational kinds of topics. Ideally (but not always), they encourage individual reaction to this information. Counseling groups deal with more personal life situations of their members than guidance groups. Members also usually have a larger share in defining the focus of group activity. Such groups attempt to promote personal growth in their members by better helping them examine their daily lives and understand their behaviors and feelings. Psychotherapy groups focus on helping participants explore their deepest levels of feelings with the goal of assisting members to express those feelings and cope with them and with their current lives in more positive ways.

Task Groups

Task groups are basically work groups. Their goal is to turn out a product or solve a specific problem, such as changing a registration process or planning the implementation of an "open campus" concept. They might consist of other counselors, teachers, administrators, students, or some combination of these; occasionally they might include parents. Task groups tend to be small enough to allow for participation by all members, with a maximum of perhaps twenty.

Typical group processes are highly structured. A formal agenda of topics, majority rule, and some form of parliamentary procedure often play a part. Task groups tend to focus on problem-solving and decision-making. There is much presentation of facts, and members' responses to one another tend to be other presentations of facts.

While high levels of feelings may arise during the work of a task group, these are usually considered to be obstacles to group functioning. In fact, the exploration of members' feelings in such a group may provide valuable clues for the direction of group work. For example, the development of a set of guidance units may be hindered by a group member who seems hostile to the whole idea of the value of such units. An exploration of this person's feelings may reveal that he or she perceives an authoritarian tone in the units which the rest of the group did not intend and did not even perceive as such. This disclosure may improve the units.

On the other hand, the person too may gain some insights which increase his or her own self-understanding.

Guidance Groups

guidance groups

Guidance groups have the dual purpose of imparting information and then (ideally) encouraging members' responses to that information. Information presented is typically related to educational or vocational goals. For example, topics might be the orientation of new students to school procedures; career possibilities and the labor market; educational requirements for different careers; college selection; or interpretation of interest and aptitude inventories. We can differentiate two kinds of guidance groups: large groups, such as school assemblies for the entire student body or selected segments; and small groups, from classroom size down to 4 or 5.

The presentation of information is usually the most heavily weighted function in large group settings. An assembly for college-bound juniors might give information on the upcoming S.A.T.'s, for example. After the assembly students might be encouraged informally by certain teachers to create "buzz groups" to discuss how the tests affect them, or teachers might hold classroom discussions. Counselors might follow up during routine individual sessions to explore each student's feelings and unanswered questions. Or there might be no followup at all, although this is not desirable.

Small guidance groups afford a better opportunity for students to respond to material presented. The beginning of

such a group meeting is usually a structured presentation, perhaps on the use of the Occupational Outlook Handbook. Many students may be considering their future careers for the first time. Imagining themselves in careers they have never thought of before is likely to be an exciting area for such students to explore. From their natural questions seeking information, it is not much of a step to their exploring their feelings about different occupations and about themselves. Small guidance groups lend themselves to this deeper exploration much more easily than do larger ones.

counseling groups

Counseling Groups

Counseling groups deal with more personal member concerns than guidance groups. They may have one or a combination of the following orientations: exploration of the members' feelings; the seeking of insights into the roots of members' problems of living; or the changing of members' behavior. They are intended primarily for people who do not have severe adjustment difficulties, but who feel the need or desire to explore their problems with others in their age group who have comparable problems. Students' problems that might be approached by a counseling group might include difficulty with schoolwork, with social relationships, with parents, or with self-esteem. Though it is important that student participation be voluntary, group members will often have been referred by teachers or counseling personnel because they have shown signs of difficulty in coping with common problems.

Since levels of student maturity and understanding change so rapidly from year to year, student counseling groups usually draw members from no more than a 2-year age span. Their size is approximately 5 to 10 students; fewer than this seems to put too much of a spotlight on each individual, while more make it difficult for every member to participate fully. It is also desirable to make sure that group members are not all experiencing the same kind of difficulties. Students with good strategies for coping with certain areas of their lives are often able to help others who cope less effectively. But students who all share the same problem may experience feelings of futility in their efforts if no one in the group seems to be doing any better.

Though the content of a counseling group session is not defined in advance, various techniques may be used to focus member problems. For example, a confrontation between a child and a parent may be presented to the students in the form of a drama. Students may be asked to express their feelings, or role-play the situation further. Techniques of classifying and clarifying feelings, such as transactional analysis, may be introduced. Counseling groups may utilize a number of theoretical approaches, including gestalt therapy, reality therapy, and behavior modification. Often counseling groups are not aimed at decision-making as such, but if it occurs naturally in the course of the group's activity it may help the student and the whole group to examine the relative effectiveness of new behaviors. Important

elements of such groups are that the students themselves are the creators of the emotional and behavioral patterns upon which the group focuses: that their real concerns form the content of group meetings, and not their impression of what the leader wants to hear.

Psychotherapy Groups

Psychotherapy groups are aimed at people whose problems of living are severe and interfere in significant and major ways with their ability to function at full capacity in their daily lives. Psychotherapy groups normally are not led by school counseling personnel, as such groups require leaders with training, clinical experience, time, and resources which are beyond that of the average counselor or paraprofessional. We mention them here because counseling personnel may need to refer students to such groups. Also, counseling personnel may be dealing with students who are already in psychotherapy groups.

counseling groups vs. psychotherapy groups

Many sources do not consider the basic difference between counseling and psychotherapy groups to be one of approach. For them, the difference lies rather in the severity of problems of living the students are experiencing and the amount of effort that is likely to be necessary to help students solve their problems. These experts consider the leader's goal to be the same in both the counseling group and the psychotherapy group: to foster growth and self-understanding in group members and to help them learn more appropriate ways of dealing with their lives. But because

his group members are farther away from maximal functioning than are those in counseling groups, the psychotherapy group leader's techniques may differ. His group members will probably have much stronger resistance to revealing the real nature of their problems (emotional and behavioral) than will members of counseling groups. This means that at first the leader will need to expend much effort just trying to penetrate the emotional barriers of the group members. This can be a long process--longer than most school counseling groups would be able to provide for. The group members must realize that they have a right to their feelings, no matter how irrational their reactions may seem by everyday standards, and that the leader recognizes that right. Only after a member feels this level of acceptance from the leader, from the other group members, and within himself can he begin to allow his behavior to be measured by the standards of the "real world."

The leader of a psychotherapy group may use any of the theoretical approaches mentioned for counseling groups, as well as others such as analysis. Techniques the leader might use to implement these approaches could include psychodrama, play therapy, or hypnosis. Such techniques are aimed at freeing up repressed emotions of people who have deeply buried such feeling reactions. But since counseling personnel ordinarily do not deal in psychotherapy techniques, nor find themselves as leaders of psychotherapy groups, the rest of our text will concern itself primarily with the first three types of groups we have discussed.

The Group Leader

If we could list fully the skills needed by the leader of each of these types of groups (and we're not going to try!), there would be many differences. For this module, we have chosen to concentrate on some skills they have in common.

leader's skills

Initiating action is one skill. For example, when a discussion has bogged down in a confusion of words, the leader might say something like, "I think Phil and Don need to explain which parts of the workbook each is talking about." Or if talk is straying from the point, the leader might bring it back by suggesting, "But we're not redistributing the work load, Susan, we're just trying to work out the best times for each person to get his part accomplished."

initiating action

Regulating the direction and tempo of activity is

another. The leader might sense that a topic has been exhausted and say, "OK, that sounds like all we've got to say about nursing. How are a doctor's duties different?" He might supply information to the group: "The percentage of women graduating from medical school is nearly 10% this year. The idea that women can't be doctors just isn't true any more."

regulating activity

Supporting a relaxed, productive atmosphere is a very important leadership skill. Encouraging a member is one example: "I'd really like to hear your feelings about that, Kevin." The natural use of humor to relieve tensions is another. Evaluating the group's activity or process is a necessary skill at times, as when the leader notes, "I'm not sure we've gotten all opinions aired. I'd like to talk out these different solutions further."

setting appropriate atmosphere

using humor

evaluating progress

The particular skills we will focus on for this module are related to perceiving and expressing accurately what is going on in the group. These skills are basic to all the others, and so are useful in any group. The use of such skills is not an automatic or an easy process, even though each of us probably thinks he is a very good listener. Focusing on and practicing the skills of listening and expressing can demonstrably improve people's abilities.

The purpose of learning effective leadership skills is to create the climate for effective group activity. This climate is above all non-threatening and non-judgmental. It implies respect for the "where you're at" of each member.

It suggests recognition of the truism that there are as many ways to good results as there are individuals. And it displays willingness to seek the best from each person's way to achieve the best overall results. If the leader conveys this acceptance of group members, then the members are free to accept him and one another as well.

There are leaders within each of the types of groups we've discussed who do not seek to promote a non-threatening, non-judgmental climate. Furthermore, some leaders do not function as facilitators but rather operate with more directive, manipulative leadership styles. Undoubtedly, there are situations and groups where these characteristics are desirable. However, we believe the group model that underlies this module is the most appropriate base for planning group activities in a school setting. We will therefore not discuss other types of groups or other leadership styles.

The Evolution of Group Identity

Of course even the most skilled group leader cannot promote a maximally functioning group in an instant. Any group will go through a "shakedown" period as its members seek to understand what is wanted of them in relation to other members and to their purpose as a group. The better acquainted members are before the group is formed, the briefer this period will probably be. But any new group is a new experience and will go through stages of evolution toward a group identity. These stages have been summarized by one author (Tuckman, cited in Gazda, 1973, pp. 34-36)

as "forming, storming, norming, and performing."

forming

The FORMING stage is the time of initial exploration by group members of one another and of their purpose. For example, in a counseling group a student may venture, "I'd really like to talk about my parents. . . if that's all right." Or a task group member may ask, "Just how much authority do we have to change this process?"

storming

The next stage, STORMING, consists of testing the personal and procedural limits of the group in its activity. A student may verbally attack another in a counseling session: "That was a stupid thing you did, Jack--you're so stupid!" The leader may respond with, "One of our rules here is that we don't talk about what another person <u>is</u>. We talk about what <u>we</u> <u>feel</u>; and if possible we tell what the other person did to make us feel that way."

norming

The NORMING stage is the stage of resolution of personal relationships and group purposes and procedures into a group identity. A member in the norming stage might say, "Jeff,

we seem to have agreed that we're not here to change the whole system, but to select the guidance units that will help our students make the most well-thought-out career choices. Since you seem to have the best overall picture of what's available, can you start us off?"

performing

These three stages may take only one meeting or several to work through. The group then enters the PERFORMING stage, which lasts until the group's dissolution. The performing or action stage has been reached when the group has achieved a sense of group identity and can turn its full attention toward its stated purposes. In a sense this is the stage the group has been aiming for all along. But the preliminary stages are not a waste of time. They are necessary levels through which individuals in the group learn how to communicate with other individuals--what types of expression and of response convey their intentions to other members. When this stage is reached, a psychological "group identity" exists. Members are ready, not to sub-merge their identities, but to merge them toward achieving the goals they all have decided are valuable.

Characteristics of Effective Groups

Groups which are functioning effectively in the performing stage display characteristic behaviors. Among the most important of these are the following:

participation

PARTICIPATION. There is participation by virtually all members. There is lots of discussion, of the type which stays on the track and remains pertinent to the goals of

the group. There is a working atmosphere in which people are involved and interested. There are no signs of boredom.

DISAGREEMENT. There is free and open disagreement. The group is comfortable with this and shows no signs of having to avoid conflict or to keep everything on a plane of sweetness and light. The group seeks to resolve differences rather than to dominate the dissenter. Conflict is amicable even when heated; there is little evidence of personal attack, either openly or in a hidden fashion.

disagreement

FREE EXPRESSION OF THOUGHT. There is a non-defensive expression of ideas. Members do not seem concerned about the possibility of appearing silly by expressing their ideas, and do not unduly protect or promote their suggestions. Ideas grow out of one another. The group shows enthusiasm about ideas with "possibilities," whether they are well-developed or not.

free expression of thought

FREE EXPRESSION OF FEELINGS. Feelings are expressed honestly. Group members do not hide their preferences or their reactions to one another because they are "illogical" or "indefensible." If feelings within the group are a source of friction, they are brought to light and discussed frankly. Members support each other with the same candor with which they criticize. Everybody tries to understand how everybody else feels about any matter or person under discussion.

free expression of feelings

AGREEMENT BY CONSENSUS. If a point of agreement is called for (such as selecting a course of action in a task group), it is reached by consensus. By the time agreement is needed, issues and opinions have been aired fully enough so that general agreement is likely. The "majority rule" approach is not accepted as the proper basis for action. If disagreement remains, the group is able to accept it and yet does not permit it to block necessary action. If possible, action may be deferred to permit further study of an issue. If immediate action is desirable, it will be taken with open caution and the reservation that it may later be reconsidered.

agreement by consensus

SELF-EVALUATION. The group evaluates itself and its process. It will frequently stop to examine how well it is achieving its goals. The problem may be a matter of procedure, or it may be an individual whose behavior is hindering the group's activity. Whatever it is, it is not hidden. It is discussed fully until a solution is found which is acceptable to all.

self-evaluation

It is evident that an effectively working group is an open group in which members do not feel they need to hide anything. It is their group; they define the problems and the solutions. Because it is theirs, members have a real interest in their goals and are willing to devote their full effort to them. The leader plays a major role in promoting this kind of group identity. The leadership skills we will focus on are discussed next.

Listening and Expressing: An Overview

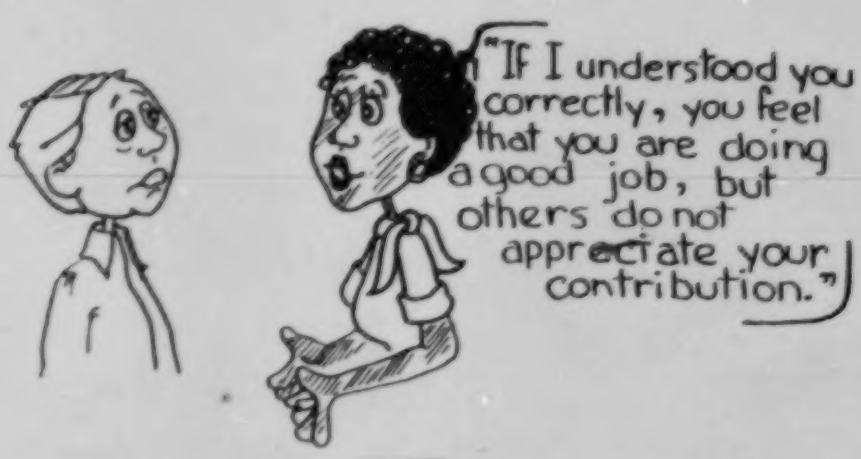
Two of the skills we will focus on, listening for and reflecting content and listening for and reflecting feelings, are leader communication skills relating directly to others. The third skill, perceiving and expressing accurately his own feelings, is one relating primarily to the leader himself, and then secondarily to others.

active listening

The process of listening to others and reflecting their meanings back to them, or "active listening" as it has been termed by some, has been shown to be one of the most effective tools a listener can utilize. Its value is two-fold. First, it lets the speaker know what he conveyed to the listener, and allows the listener to clarify or amplify, if necessary, what was said. This is the communicative aspect. Second, it shows the listener's respect for what the speaker is saying. This is the acceptance aspect. These two dimensions are inseparable, since the act of paraphrasing a speaker's words in itself shows that the listener respects the speaker enough to try to fully understand his meaning. The reflective techniques of course cannot guarantee genuineness on the listener's part. Their purpose is only to serve as a tool to convey the listener's understanding and acceptance of the speaker. But understanding and judging are opposite kinds of mental "sets." And it is a fact that the act of paraphrasing forces the listener to seek the speaker's frame of reference. When one person is truly seeking to understand another, the faculty of judgment is suspended for

the moment. The listener is striving to comprehend what the speaker means, without evaluation. The listener who does this is apt to find much that he feels really <u>is</u> worthy of respect, no matter how he felt at the outset.

In the same way, the listener needs to respect his own feelings. He needs to be able to perceive how he does feel, rather than how he thinks he ought to feel. He may want to keep his feelings entirely out of the interaction, or he may find places where he wants to express them. But in either case he needs to be as sensitive to his own feelings as he is to those of others.



<u>Skills: Listening For and Reflecting Content</u>

LISTENING FOR AND REFLECTING CONTENT are the first skills we will explore. They form the process of describing for the speaker the content of his statements as the listener perceives them. Content reflection is a "door opener" to fuller communication. It is appropriate where the group leader feels that the situation is not clear to himself or to the

content reflection

group member or both. It is also appropriate when the leader wants the group member to continue talking and reveal more about himself.

What is "listening for content?" If a student in a counseling group says, "I thought I was doing pretty well in algebra, but I almost flunked the last test. I don't think I grasp the basic concepts," and the group leader responds, "You almost flunked the algebra test because you didn't understand the basic concepts," he has expressed the content of the student's statement, but it's doubtful that he's helped the student much. If, instead, the counselor wants the student to make the statement more concrete, he might say, "You're having trouble with abstract numbers, with manipulating equations properly, and that sort of thing." The student might respond, "Yeah, I just don't see how 'x' can mean a number if it doesn't. I mean if it doesn't mean any particular number." Or he might respond, "No, I really think I understand those things. It's trying to take a word problem and figure out how to write it in math symbols that's so impossible." In this case, the effect of the active listening response is a more precise definition of the problem.

refines definition

Or consider the student who says, "My sister's always pestering me. She's always there for me to have to bother with. I never get any time to myself." The leader who reflects this content as, "Sounds like your sister is with you every minute from breakfast to bedtime," may get a

response such as, "Well, not exactly. But Mom says I have to walk to and from school with her every day. And I have to keep her out of Mom's hair until dinner time. Then sometimes Mom makes me read to her. I wish Mom would spend more time taking care of her herself." In this case the effect of the active listening response is a relocation of the problem.

problem relocation

In the second skit you saw, the group leader used the reflection of content after Laurie said she didn't think she could qualify for a loan or scholarship. His response was, "You don't think you have either need or merit enough to get financial help." He reflected what she had said, but he put the meaning of her words into more concrete terms which might help her see new aspects of her situation.

characteristics of accurate content reflection

What are the characteristics of a response reflecting content accurately? First, such a response contains a description of the behavior the speaker was discussing. Second, such a response is restricted to the here-and-now of the speaker's statement. It makes no inference of "always," nor does it extend its description of behavior into patterns beyond what the speaker said. For example, if a student said, "I got into a big hassle with the cops over that," and the leader responded, "You've been having lots of trouble with the police lately," the leader would have projected the student's behavior far beyond what the student said, in terms of duration and frequency of the behavior. He would have been inaccurate and would probably

have been seen as non-accepting by the student.

clarification

It is evident that one of the dimensions of active listening is clarification of the member's words. Listening for and reflecting content are not merely parroting what the member says. They are attempts to seek out the full and accurate definition of the situation as the group member sees it. The group leader needs to rephrase the member's statement in such a way that the implications of it are made more apparent, if possible. The leader's statement noted above relating to different kinds of financial help is a good example.

empathy

Another dimension is empathy. The leader's response should convey that he is trying to view the situation as the member does. The leader above who paraphrased the student's time with her sister as "breakfast to bedtime" expressed the student's perception of her day as she had stated it, even though he knew that literally this could hardly be true. But if a boy in a counseling group says, "What's so wrong about smoking marijuana? It doesn't harm you like cigarettes or alcohol. I think they ought to change the law," and the leader responds, "You feel that the law should be changed so more and more kids can get into trouble," the leader obviously isn't reflecting the student's position very well. It's unlikely that the member will feel either understood or accepted. This response would not be called active listening as we have described it.

The qualities of clarification and empathy determine

the appropriateness of the leader's responses. But how does he know how well he "clarified and empathized?" He doesn't--until he hears the group member's response. This will tell him how well he hit the mark; in fact, it's the only way he can know. So the minimum interaction which insures that clear communication has occurred is statement-response-feedback. If the leader perceived the content of the statement wrongly, the member will tell him. If he merely parroted what the student said, he will probably get an odd look and a, "Yeah, that's what I just said." The active listening process consists of more than one exchange. It is a chain in which each member response validates the leader's perceptions. The active listening process is not only beneficial for the group members, but is also the "school of experience" in which the leader will learn how to clarify and empathize more and more appropriately.

Skills: Listening For and Reflecting Feelings

feeling reflection

LISTENING FOR AND REFLECTING FEELINGS are appropriate whenever the group leader senses that the group member is not communicating his feelings, or when he wants to encourage a member to explore and express them further. Like reflection of content, they are tools for fuller communication. These skills are much more complex than listening for and reflecting content. This is true because a statement may not contain an explicit expression of feelings, whereas without content a statement would not exist. Moreover, there are different kinds of cues by which feelings are expressed besides words. Tone of voice, emphasis of the sentence, facial expression, and types of body movement all play a part. For example, a girl who says, "I hate it when my brother bothers me!" may be expressing a playful, rather coy reaction to an esteemed older brother, or she may be talking about an abusive brother who hurts and enrages her. One would have to know the non-verbal cues she gives in order to decide which is the case.

Listening for and reflecting feelings are also complex skills in that they are not our usual modes of response to people. The non-facilitative leader in the first skit utilized some types of responses which are often tried in an attempt to be a helper: offering solutions, being logical, interjecting one's own experience, admonishing, criticizing. There are many other kinds, including questioning ("Why did you hit him"), diagnosing ("You're just jealous"), and

non-facilitative helping responses

even praising and sympathizing. Of course many of these types of response are appropriate at certain times. One's own experience can be very valuable in specific instances, and questioning may sometimes be a form of active listening. But as responses designed to elicit further expression of feelings, these different categories generally share the quality of non-acceptance of those feelings, and therefore won't do the job.

Remove all these types of response, however, and frequently the question is, "But, for heaven's sake, what else is there?" The answer is active listening. Active listening skills call not upon the evaluative capacities of the leader, but upon his perceptive and expressive skills. Utilized carefully, they convey the acceptance which psychologists have proven is one of the most effective helping tools known.

acceptance

In a counseling group, a teenager might say, "I'm not pretty enough to be really popular." With only the best of intentions, the leader might say, "Of course you are! You need to realize that different people have different definitions of 'good looks.'" But this response would neither convince the student nor allow her to work through her feelings and come to her own conclusions about the importance of looks. If the leader said instead, "You feel disappointed about your looks and afraid that boys won't like you," then a conversation like the following might ensue:

Student: Yes. All the pretty girls have all the boy friends.
Leader: You feel like boys won't like you if you're not really pretty.

Student: That's right. You have to be able to talk to them too. I can't talk to boys very well. I can never think of anything to say.

Leader: Sounds like you wish you could talk to boys more easily.

Student: Yes. If I could do that, maybe it wouldn't matter so much how pretty I am.

Leader: Being easy to talk to might be a better way of attracting boys than just waiting to be looked at.

Student: I guess some girls have boy friends even if they aren't beautiful. But I don't know how to talk to boys. I just stand around and say nothing. They must think I'm really dumb. But I'm always afraid I'll say something silly.

Leader: You feel caught between two things you don't like: saying nothing at all and saying the wrong thing.

Student: Yeah. (Silence) If I had to choose, I guess I'd probably get more out of trying to join in the conversation than out of just standing around.

By active listening, the leader was able to help the girl redefine her problem, and also think about her choices in solving that problem. (We are not suggesting that every response in this conversation was a reflection of feeling. Some reflected content; some reflected both, such as, "Sounds like you wish you could talk to boys more easily.")

route to problem solutions

Sometimes a group member's feelings are not as well defined or expressed as above. For instance, suppose a boy in a counseling group said, "My dad was a football player in college. He's really big and tough." The student is not obviously expressing his feelings toward his father, nor really stating that he has a problem. Indeed, perhaps he hasn't. The active listener can find out.

Leader: He seems like a big man to you.

Student: He sure does. He's the biggest dad of all my friends. They all listen to him. Even when

they think he's wrong they listen. Then they all believe what he says, 'cause he said it.

Leader: Sounds like you feel you're not as important to your friends as your dad sometimes.

Student: Yeah, that's right. But when he's not around they listen to me.

Leader: It makes you happy to be listened to.

Student: Uh-huh. My friends are the only ones that ever do. My dad's always busy telling me how I ought to do things.

Leader: When your dad tells you how to do things it makes you feel sort of small.

It didn't take long for the student's first statement, which was rather non-committal, to turn into expressions of his real feelings once the door was opened. In this situation the group leader sensed that there might be unrevealed feelings beneath the first statement, and was careful not to insert any hint of interpretation into his first response. As the student continued, more emotional implications began to appear. The leader sensed these and paraphrased what seemed the most important. Notice that there were other implications the leader might have paraphrased in response to the student's description of his father's behavior. He might have said, "It seems to me that you're angry when your friends believe your father and you think he's wrong." This response would have tapped another vein in the student's feelings. Or, the leader might have encouraged the student to explore the variety of feelings he was experiencing. The leader's first choice response went beyond the simple recognition of emotion and picked out a possible reason for that emotion. Any of the three possible leader's responses might have opened a new viewpoint to the student.

revealing alternatives

The facilitative group leader in the second skit used reflection of feelings constantly. Consider this interaction:

Bill:	. . . (my sister) really had to stick out those first few months--well, first year really. After that she seemed to find the excitement really fun.
Tom:	I don't think I could stick it out that long.
Group Leader:	You feel a year is too long to go without friends.
Tom:	Well--uh--I guess I wonder if even after a year I'd have any. I mean good friends who'd write and stuff.
Joanne:	Oh, you can always make friends, Tom.
Group Leader:	Tom must have some feelings that it's not an easy thing to do.

In this case the group leader clearly perceived that Tom felt it was hard to make friends. In pointing this out to Joanne, he was functioning as leader in the sense we discussed earlier: clarifying their positions to one another as he understands them, when a need for this is apparent. He was also modeling the kind of accepting behavior he hopes will be adopted by each member of the group, in order to promote openness between them all and a relaxed group atmosphere.

clarifying positions among group members

What characterizes a response which reflects feelings effectively? Such a response will be phrased in one of three ways. First, it may directly label the feeling implied in the statement: "You are disappointed." Second, it may use analogy to refer to the feeling: "You feel like you're trapped in a locked room." Third, it may describe an action the speaker's feeling might inspire: "You feel like punching

him in the nose." Also, such a response sticks to the here-and-now and avoids inferences, as does an accurate reflection of content.

At this point we should emphasize that it is quite possible for one response to reflect both content and feelings. Such a response may even occur in such a way that it is impossible to separate content reflection from feeling reflection. When the girl who felt she wasn't pretty said, ". . . I can't talk to boys very well. I can never think of anything to say," and the leader responded, "Sounds like you wish you could talk to boys more easily," he identified the feeling ("you wish. . .") and described the content (difficulty in talking to boys) in one indivisible sentence. This kind of active listening response is common from those who have mastered the techniques. It is only in the learning process that we need to differentiate content reflection from feeling reflection, in order to examine them carefully.

In listening for and reflecting feelings, the dimensions of clarification and empathy apply as they did in listening for and reflecting content. The appropriateness of a response can be measured in terms of these two qualities. At another point in the interaction described above between the girl student and the group leader, the leader compared the two options of saying nothing at all and saying the wrong thing. This did not go beyond what the student had said, but it clarified her words by summarizing and comparing side by side what her choices were. Similarly, the group

leader who perceived the boy's feelings about his father chose to emphasize the student's feelings of unimportance around his father, rather than his anger. The leader empathized with the boy enough to see that the sense of unimportance, and the hurt it engendered, were the more basic feelings out of which the anger arose. His response therefore gave the student another option besides merely feeling angry at his father.

As with the process of listening for and reflecting content, the appropriateness of responses reflecting feelings is measured by the group member's response in return. Because reflecting feelings is more subtle than reflecting content, there is more room for error. Therefore the member's response is even more essential for the group leader's assessment of his skills. Member's responses teach the group leader better than any other method how accurately he is reading feelings in general, and how well he perceived a specific situation. No amount of reading textbooks or inventing active listening responses in a corner will teach him that. As with reflection of content, the minimum interaction which insures clear communication is statement-response-feedback.

statement-response-feedback

Though he can't be sure of his accuracy until he receives feedback, this doesn't mean the group leader needs to stick to the obvious in his responses. If he does this he loses many opportunities to develop his listening skills along the dimensions of clarification and empathy. If a

group member's statement has several levels of implied feeling and the leader decides that the most obvious is not the most important, and chooses to respond to a more subtle feeling, the group member's next response will let him know if he's missed the mark.

What characterizes responses that we do not call active listening? First, the categories of response cited in the follow-up discussion to the first skit are definitely not active listening. Again, these include offering solutions, preaching, criticizing, diagnosing, admonishing, and the others mentioned in the content section. These types of responses do not encourage group members to go on with the exposition of their feelings. Such responses, even those that are not "put-downs," nevertheless chop off the group member's viewpoint in favor of the leader's. The student who says, "Some days I feel so sad I just don't want to get out of bed," will probably feel cut off by a response such as, "That's not an uncommon feeling among teenagers," even though the group leader's intention was to offer the comforting thought that the student is not alone in his feelings. In this case a reflection of the student's feelings, or even a silence which allowed the other students to express themselves, would be a more accepting response. If the student heard from his peers that they have those feelings too, he could reach his own conclusions about how "different" he is, and these would mean far more to him than the leader's reassurance.

responses outside active listening

Second, interjection of the group leader's own feelings in an indirect manner, as if they had been part of what the member said, does not qualify as active listening. Suppose a student in a counseling group says, "I'm really furious at my typing teacher. He bawled me out after class for nothing. I don't ever want to go back to that class." The leader responds, 'You don't want to go back to typing class because you're temporarily mad at the teacher," has slipped in his own message: "I hope this is only temporary." The leader is entitled to feel that way, and there may be appropriate moments for him to express his feeling, but his statement is certainly not a reflection of the student's feeling. The student may strongly correct him: "I don't ever want to go back--I want to drop the class!" Or he may clam up with a "Yeah," and simply stop communicating with the leader.

A third type of response that is not active listening is an over-extension of the member's statement. Consider a task group member who says, "It seems to me that plan has a

lot of holes in it." The group leader responds, "You're angered by this plan," or "You hate this plan," has missed the quality of the member's response. He has implied a depth of reaction that the member did not express at all. Overshooting--or undershooting--the emotional quality of the statement may close off communication, instead of promoting it.

Skills: Perceiving and Expressing Accurately One's Own Feelings

We have already seen several examples of group leaders who expressed feelings. The non-facilitative group leader in the second skit was one example. Some of his statements were, "College is good for you in the long run;" "You all know the best jobs go to college graduates;" "Believe me, Bill, (college) does (help you grow as a person)." Obviously he felt that college is a worthwhile experience. But somehow he seemed to be browbeating his students more than educating them or encouraging them. And the leader who thought changing the laws regarding marijuana would let "more and more kids get into trouble," was expressing some personal feelings too. It's not likely that they facilitated group activity, though.

expressing your own feelings

Perceiving and expressing one's own feelings are necessary and desirable to group interaction at times. The leader may sense an obstacle to task group functioning earlier than anyone else if he is effectively filling the role of observer of the group's interactions. Or the leader of a counseling

group may sense the "put-down" in one member's response to another and want to point that out as significant to group activity. A guidance group leader may truly want to express his feelings that college is a rewarding personal and educational experience, without making his group members feel he is trying to force them in any particular direction. How does the leader avoid the negative qualities of our two examples? How does he avoid preaching, criticizing, offering solutions? The answer is by perceiving and expressing accurately his <u>own</u> feelings <u>as his own</u>.

first key concept: perceiving

"Perceiving" is the first key word. The leader has to know how he feels. Self-evident as this may sound, and easy as it may seem to detect what one feels, the fact is that self-awareness is not one of the primary skills our society has encouraged up to now. "Putting on a good show" and "doing the right thing" are seen as much more valuable grease for the social wheels. Self-knowledge takes time, attention, and a certain degree of maturity, like any other wide area of knowledge. It also requires the ability to accept one's feelings and respect their existence, whether they are socially acceptable or not. Often one of the most valuable realizations which persons in psychotherapy come to is the transient nature of emotions. Feelings which a person has seen as determining his personality--such as despair or anger--lose their dominance as he sees that his joy and satisfaction are just as valid, and just as passing. When feelings are not repressed but are accepted and allowed to run

their natural course, their nature of constant change becomes apparent and they lose their threatening "forever" quality. It is this knowledge of what one's feelings are at any particular instant--without defending them or straining them through a moralistic sieve--that we mean by "perceiving." What a person does with such knowledge then becomes a matter of choice and experience. Sometimes he may deliberately refrain from expressing them (as when he is actively listening), and sometimes he may express them (to be sure communication is clear, or because he has been asked to). First, though, he must know what his feelings are right at this moment.

One helpful concept that Dr. Thomas Gordon, author of Parent Effectiveness Training, has offered from his experience is that anger is often a cover-up for some other feeling. He says, "I am convinced now that anger is something generated solely by (a person) after he has experienced an earlier feeling." It is a secondary feeling--to cover up primary feelings such as fear, embarrassment, hurt or disappointment. In the earlier example about the football-playing father, the group leader used this idea when he identified the son's primary feelings as hurt at his lack of importance, rather than anger at his father. The first (primary) emotion is that which happens to a person because of the situation he is in. The second (secondary) emotion--usually anger--is what he directs at the situation which caused his unpleasant feelings. This concept may be valuable

anger

to a group leader in perceiving the feelings of others, and in seeking to be fully aware of his own feelings as well.

second key concept:

expressing accurately

"Expressing accurately" is the second key concept. The fact is that the only feelings a person can express with any certainty are his own. About the feelings of others he is forever playing a guessing game. That is why active listening has three necessary steps: statement-response-feedback. Expressing one's own feelings is only a two-step process: statement-response. If a student says, "I think this class is worthless and I hate you," and the leader responds, "It makes me unhappy to hear that," the leader has expressed his feelings and the interaction is complete.

Suppose now that the leader had responded instead, "It makes me unhappy to hear you be so unfair." Now the statement has two parts: "I am unhappy" and "you are unfair." How might the student interpret this two-part statement? He

may hear the first part, but it is the second part which will probably determine his response. He hears, "Your perceptions and feelings are wrong. If you feel this class is worthless you are unfair." Now by some standards this may be true (the rest of the students feel the class is great, the student who spoke has had a fight with his father and is displacing his anger onto the group leader). But the group leader does not live inside the student's skin, and therefore he cannot accurately state that the student is "being unfair." All he can state is his feelings of being unhappy that the student feels that way about his class. The rest of the statement is an accusation which will surely cut off communication with the student as to why he feels the way he does. It conveys to the student the unacceptability of his anger, and denies him the right to his feelings.

The "you are unfair" part of the statement is an inaccurate expression of the leader's feelings because it is expressed in terms of the student, not the leader's feelings themselves. An expression of the leader's feelings which would paraphrase this part of his statement from his own viewpoint would be something like, "I am surprised and hurt when you say you don't like this class. I try very hard and most of the students like it." This would be an accurate message. It would be a non-accusatory message as well.

I-messages

The key to accurate expression of one's own feelings is the sending of what are called "I-messages" by some sources. An "I-message" is one which transmits the speaker's feelings

directly, but does not mandate any particular type of response from the listener. An "I-message" may also identify the specific, here-and-now behavior which caused the feeling (". . . when you say you don't like this class"). However, an accurate "I-message" sends no more: no inferences, no suggestions of patterns beyond the here-and-now, no categorizations.

The opposite of an "I-message" is a "you-message." A "you-message" sends other things besides the speaker's feelings to the listener. These are almost always evaluation, criticism, orders, solutions, and all the other categories of response which generally imply non-acceptance and cut off communication.

you-messages

"I-messages" can be difficult to send. They require that the leader trust the student, and keep on trusting him even when it's difficult. In the example above, the student needs to vent his anger, and sends the leader a critical "you-message" to accomplish that. This is a critical moment in the relationship. The group leader, feeling attacked, is especially prone to return his own "you-message," defending himself by putting down or undercutting the worth of the student. But it is at just this time that the leader most especially needs to send an "I-message," such as, "It makes me unhappy to hear that." If he is able to do this, he has accomplished several things. First, he has put emotions back where they belong: into the expression of the person who feels them. He has done the only

advantages of I-messages

thing which can possibly get genuine communication going again. Second, he has communicated to the student that he accords the student the right to his anger. It doesn't make the leader happy to have the student angry at him, but he doesn't deny the anger's existence for that reason. The leader's showing this kind of acceptance of even negative feelings, such as hostility and anger, may be a vital first step to help the student to begin to accept them himself. Third, by displaying acceptance he has kept open the door to further communication. Fourth, he has modeled an effective way of expressing feelings to the student and the rest of the group--and probably increased their respect for him, and his consequent ability to help them, even more.

"You-messages" label and categorize the person at whom they are directed, usually in a derogatory way. "You-messages" usually fall into the categories of judging or criticizing; shaming or ridiculing; diagnosing or psychoanalyzing; or offering instructions or solutions. Even messages that are not intended as "put-downs" all tend to convey to the listener that the speaker does not consider him capable of making a good choice of behaviors by himself.

you-messages vs. I-messages

"You come join the group."
"You aren't adding much to the discussion."
"You never come to meetings on time."

Equivalent "I-messages" might be:

"I'd like it if you'd join the group."
"I feel concerned about your silence. It makes me wonder if this group is valuable for you."
"I feel irritated when you're late to a meeting."

Conversely, most messages that contain a "put-down" turn out to be disguised "you-messages." "I feel upset at your blind opposition to all these guidance units," contains the message, "You are a blind, unreasonable person." "It makes me unhappy to hear you be so unfair," is another good example. Words such as "I feel" in front of a statement aren't magical. "You are unfair" isn't improved much by being turned into "I feel you are unfair." Dropping the "I feel" and stating the emotion directly is the best way to achieve a genuine "I-message" in this case. The group leader would do better to express directly his feelings that, "I am surprised and hurt when you say you don't like this class." Then he has created a basis for ongoing communication, by expressing himself honestly and without threat.

Of course, "I-messages" don't have to be negative. They can and should be positive whenever possible, hopefully at least as often as they are negative. The group leader who is trying not to intrude on his group but wants to express a feeling is usually safe in saying what he has to say if the feelings are positive ones. It's possible to overdo it to the point where group members don't believe the leader any more. It's also possible to use praise as a manipulative tool. It may take the members a little longer to catch on to this, but eventually they will, and lose some of their respect for the leader because of it. But most honest praise is as welcome in a group as it is to individuals. The facilitative leader in the second skit said at one point, "Yes, I

positive I-messages

did (like college), but it didn't happen right away. I had some lonely times and classes I thought were really dumb. It's not all either way, you know. I'm glad to see all of you looking at all sides of the picture. It makes me confident that you'll make some well-thought-out choices." Throughout the interaction he had refrained from trying to push any particular viewpoint, and by this statement he described his college experience as good and bad. This kind of statement the student could accept as realistic. Therefore his praise of the students' thoroughness could be welcomed as a sincere compliment. It's important to notice that even here, though, the leader avoided "you-messages." He didn't imply that the students were "good" because they were thorough. He said only that he was glad of it and that it gave him confidence, both strictly "I-messages."

accurate perception and expression

An accurate "I-message" means that the speaker perceived and expressed accurately--that is, as his own--what he was feeling. These two dimensions measure the response's quality. If either dimension is not sufficiently met, the result is faulty communication. The non-facilitative leader in the first skit could be an example of either. We cannot tell without more information. But he was obviously "pushing" college for all the members of his group, regardless of how they felt about the subject. Possibly he was not aware he felt this way about college, or why. If so, his perception of his feelings was inadequate. Or perhaps he was not aware of how to send an honest "I-message." In this case, it was his ability to express himself

accurately which needed improvement.

The expression of one's own feelings as a group leader is appropriate whenever the flow of the group's expression will not be hindered by it. It is also useful when the group leader perceives an obstacle to the group's functioning and wants to bring it to the attention of the members. The most non-threatening way of doing this is to reveal how the obstacle is making him feel. He then leaves the door open for members to take responsibility for solving the problem as a group.

Appropriateness of Skills for the Group Leader

When are the skills of reflecting content, reflecting feelings, and expressing one's own feelings accurately applicable to the group situation? The general answer is that they are useful whenever they are needed. In some group interactions (particularly within task groups) these three skills are not appropriate to use in the sense that we have described them. Often a group member's need is for information. At such times reflective responses are unnecessary and even irritating. If a member wants to know what time the afternoon session starts, obviously "At 1:30" is a better answer than "You're concerned about our starting time." Or if the facilitative leader in the second skit had answered the student's query as to his opinion of his college career by saying, "You want to know how I felt about college," he would certainly have answered inappropriately. However, the use of these three skills is called for much

using communication skills

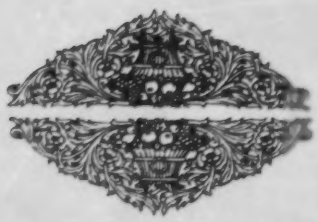
more than may be evident. The first two skills can be used any time a leader wants to draw a group member's thoughts or feelings out further. Also, because they convey respect for and acceptance of the speaker, they can often ease emotional tension between two group members. And of course use of these skills always serves as a behavioral model for other group members. Expressing oneself accurately is called for whenever the leader's opinion is directly solicited. It may also be an effective way to bring to the forefront tensions which the group has been ignoring--or just to give it a pat on the back.

The most important element of all three of these skills is awareness. In order to function most effectively as a group leader one needs to be aware of everything going on inside and around him--as fully aware as he is capable of. Constantly expanding one's awareness demands expenditure of energy, as well as a desire to lose more and more of one's blinders. *awareness*

It would take volumes even to begin to cover comprehensively the skills a group leader needs. Some were touched on briefly besides these three, and your further reading will permit you to go into one kind of group in greater depth. The skills of listening and expression, however, are of fundamental importance to any group, and indeed, to any interaction between people. The leader who really listens to what his group members say has acquired the most powerful tool he could find to improve his own effectiveness. For if he

listens, he will soon learn which responses are more or less effective. He will learn to recognize when his group is having problems and why. And he will soon acquire the use of more particular skills, such as summarizing or evaluating group process.

A skillful group leader cannot guarantee an effectively performing group, but he certainly has a powerful influence on its functioning. If he can establish an open, productive climate within his group, then the group has a better chance than most of accomplishing well what it sets out to do.



DISCUSSION

At this point the coordinator should offer the group the opportunity to discuss the material and their concerns about it. Have any of the questions from the earlier discussion (listed on the board) been answered? Are there any new ones to add? Are there any concerns which need to be aired immediately?

SIMULATION

Form into groups of no less than three, no more than four. You will have a few minutes to choose from your own experience a situation which fits the following criteria:

1. You had some emotional involvement in the situation.
2. The situation needed some sort of resolution.
3. There were several possibilities for solution or resolution of the situation which needed to be explored.
4. The situation is one which you feel comfortable revealing to the other members of your group.

After each person has settled on a situation, two of the group members assume the roles of "group member" and "group leader." The remaining group members act as observers. Each interaction should be tape-recorded. The "group member" describes his situation. After each complete statement of a thought, the "group leader" reflects back to the member the content or feeling, or both if appropriate, of that statement. The observer(s) should time the interaction. If the group has three members, the observer should halt the interaction in no more than seven minutes. If the group has four members, the observers should halt the interaction in no more than five minutes. After the interaction is ended, the "group leader" should express whatever feelings he may have had during the interaction in terms of "I-messages." These statements should also be taped.

After this the group should replay the tape, stopping it after

each statement by the "group leader" for comments by any of the participants. Each response should be evaluated as to type and quality. Specific points for rating the "leader's" active listening responses would include:

1. Did the leader clarify and empathize in his reflective statement?
2. Did the leader reflect a statement accurately, avoiding factual errors, not undershooting or overshooting the quality of feelings?
3. Did the leader keep the response in the here-and-now, not implying patterns of behavior?
4. Did the leader name the member's feeling, or a possible action which might arise from it, or use an analogy to describe it?
5. Did the leader avoid a non-reflective response such as: criticizing, preaching, offering a solution, being logical, interjecting his own experience, diagnosing, questioning?
6. Did the leader avoid indirectly inserting his own feelings into his response?

Specific points for rating the expression of "leader's" own feelings would include:

1. Did the leader name his own feelings and the specific situation they are related to?
2. Did the leader avoid "you-messages?"
3. Did the leader avoid implying patterns of behavior by restricting his statement to the here-and-now?

If your group has three members, try to keep the length of the interaction and the tape replay and discussion within twenty minutes. If your group has four members, try to keep the length within 15 minutes.

After the first interaction and discussion change roles within the group. By the time all your interactions and discussions are completed, each member should have been "group leader," "group member" and observer at least once.

IN-DEPTH STUDY AND PRACTICE

Select a type of group you would like to study in more depth from among the following three: task group, guidance group, counseling group. Refer to the references below for selected in-depth readings on this type of group. You will have a limit of five hours of reading time.

When you have completed as much of the reading as possible, you will meet with the other members who have also selected this type of group. Your purpose will be to develop a presentation to the other two groups on the most important aspects of your type of group. These may include points to consider in setting up a group, group procedures, methods of facilitating group functioning, or anything else your group decides is important about the type of group you are studying. The selection of these aspects and the manner of the presentation are up to the group, with one condition: every group member should participate in some way in the presentation. The presentation might be a series of talks, a panel discussion, a skit, a narrated pantomime, or whatever the group chooses. The presentation should be no more than 15 minutes. Your preparation time will be approximately one hour.

During your preparation, practice the listening and expression skills we have presented. Try to avoid having one group leader. Try to evaluate your group's activity as you go along. What stage of evolution is it in? Does it display any of the characteristics of effective groups?

You will find paper in the "Notes" section for taking notes on your reading and to aid in preparing your presentation.

Readings in Task Groups

1. Bales, Robert F. Interaction Process Analysis. Cambridge, Massachusetts: Addison-Wesley, 1950.

2. Festinger, L. S. Schachter, and K. Back. Social Pressures in Informal Groups. New York: Harper, 1950.

3. Hill, W. F. Learning Through Discussion. Beverly Hills: Sage Publications, 1962.

4. Maier, Norman R. F. Problem-Solving Discussions and Conferences. Chapters 1 through 6, chapter 9; if time permits, chapters 7 and 8.

5. Rogers, Carl R. Excerpt from "Barriers and Gateways to Communication," article reprinted from Harvard Business Review, July-August, 1952.

6. Schmuck, Richard A. and Patricia A. Schmuck. Group Processes in the Classroom. Dubuque, Iowa: Wm. C. Brown Co., 1971.

7. Stogdill, R. M. Handbook of Leadership: A Survey of Theory and Research. New York: Free Press, 1974.

8. Warters, J. Group Guidance: Principles and Practices. New York: McGraw-Hill, 1960. pp. 59-92.

Readings in Guidance Groups

1. Bennett, Margaret E. Guidance and Counseling in Groups. Chapters 1, 4, 5; one or more chapters of interest from chapter 8 on as time allows.

2. Caldwell, E. Group Techniques for the Classroom Teacher. Chicago: SRA, 1959.

3. Commonwealth of Pennsylvania, Department of Public Instruction: Group Techniques in Guidance. Introduction and Chapter 1.

4. Fedder, R. The High School Principal and Staff Development Group Guidance. New York: Teachers College, 1962.

5. Festinger, L. S. Schachter, and K. Back. Social Pressures in Informal Groups. New York: Harper, 1950.

6. Hill, W. F. Learning Through Discussion. Beverly Hills: Sage Publications, 1962.

7. Rogers, Carl R. Excerpt from "Barriers and Gateways to Communication," article reprinted from Harvard Business Review, July-August 1952.

8. Schmuck, Richard A. and Patricia S. Schmuck. Group Processes in the Classroom. Dubuque, Iowa: Wm. C. Brown Co., 1971.

9. Tolbert, E. L. Counseling for Career Development. Boston: Houghton Mifflin, 1974. Chapter 8, pp. 207-209.

10. Warters, H. Group Guidance: Principles and Practices. New York: McGraw-Hill, 1960. pp. 229-287.

Readings in Group Counseling

1. Bales, Robert F. Interaction Process Analysis. Cambridge, Massachusetts: Addison-Wesley, 1950.

2. Bates, Marilyn, and Johnson, C. D. Manual for Group Leaders. Chapters 2, 3, 4, 10. Chapter 11 for elementary level counseling. Chapters 6 through 9 as time allows.

3. Benoit, R. B. "Behavioral Group Counseling: The Counselor as a Teacher." In A. M. Mitchell, & C. D. Johnson (Eds.), Therapeutic Techniques: Working Models for the Helping Professional.

4. Berne, E. Games People Play. New York: Grove Press, 1964.

5. Commonwealth of Pennsylvania, Department of Public Instruction: Group Techniques in Guidance. Introduction and Chapter 2.

6. Division of Instruction, Pupil Personnel Services Section, Minnesota Department of Education: Personalized Education Using Group Methods. 1975.

7. Gazda, G. M. Group Counseling: A Developmental Approach. Boston: Allyn & Bacon, 1971.

8. Gazda, G. M. (Ed.) Theories and Methods of Group Counseling In the Schools. Springfield, Ill.: Thomas, 1969.

9. Gazda, G. M., & Folds, J. H. Group Guidance: A Critical Incident Approach. Chicago: Parkinson Division, Follett Educational Corporation, 1968.

10. Goldstein, Arnold P., Kenneth Heller, and Lee Sechrest. Psychotherapy and the Psychology of Behavior Change. New York: John Wiley and Sons, Inc., 1966.

11. Harris, T. A. I'm OK - You're OK. New York: Harper & Row, 1969.

12. James, M. & D. Jongeward. Born to Win. Reading, Mass.: Addison-Wesley, 1971.

13. Maher, C. A. & Caldwell, E. Group Counseling in Secondary Schools. Chicago: SRA, 1961.

14. Mitchell, Anita M. and C. Johnson. "Therapeutic Techniques" California Personnel and Guidance Asso.

15. Newcomb, T. M. "An Approach to the Study of Communicative Acts," Psychological Review, LX (1950) pp. 393-404.

16. Olsen, Group Counseling.

17. Perls, F., et al. Gestalt therapy. (Paperback) New York: Dell, 1951.

18. Rogers, Carl R. Excerpt from "Barriers and Gateways to Communication," article reprinted from Harvard Business Review, July-August, 1952.

19. Ryan, Leo F. Clinical Interpretation of the Firo-B. Consulting Psychologists Press. Palo Alto, California, 1971.

20. Schultz, William C., Firo-B. Palo Alto, California: Consulting Psychologists Press, Inc., 1957.

21. Schultz, William C., The Interpersonal Underworld (Firo), Consulting Psychologists Press, Inc., Palo Alto, California, 1966.

22. Schultz, William C., Here Comes Everybody. Harrow Books, 1971

23. Tolbert, E. L. Counseling for Career Development. Boston: Houghton Mifflin, 1974. Chapter 7, pp. 177-201

24. Tuckman, P. S., "Developmental Sequence in Small Groups." Psychology Bulletin, LXIII (1965), pp.384-399.

25. Warters, J. Group Guidance: Principles and Practices. New York: McGraw-Hill, 1960. pp. 141-255.

Readings in Support Personnel

1. Tolbert, E. L. Counseling for Career Development. Boston: Houghton Mifflin, 1974. Chapter 9, pp. 226-249.

APPLICATION PROCEDURES

Think about one group session that you led or in which you participated during the last six months. Answer the following questions with that group in mind.

1. What type of group was it?

   _____

2. Who participated?

   _____

   _____

3. What were the purposes or goals of the group?

   _____

   _____

   _____

   _____

4. What did the group do? How did it operate? What procedures did it follow?

   _____

   _____

   _____

   _____

   _____

5. How would you characterize the group session in terms of the stages in the evolution of group identity? Which stage did your group seem to be in? Give examples to support your judgment.

   _____

   _____

   _____

_____

_____

_____

_____

_____

6. Rate your group according to the six characteristics of effective groups. Give examples to support your ratings.

   a. Participation: Good Needs Improvement

      example: _____

      _____

      _____

   b. Disagreement: Good Needs Improvement

      examples: _____

      _____

      _____

   c. Free expression of thought: Good Needs Improvement

      example: _____

      _____

      _____

   d. Free expression of feelings: Good Needs Improvement

      example: _____

      _____

      _____

   e. Agreement by consensus: Good Needs Improvement

      example: _____

      _____

      _____

f. Self-evaluation: Good Needs Improvement

example: _____

_____

_____

Now think about the skills you have learned in this module--listening for and reflecting content; listening for and reflecting feelings; and perceiving and expressing accurately one's own feelings. Consider an existing group situation in which you might apply these skills in the future. Or, if you prefer, consider a hypothetical group of one of the three major types. Imagine how you would set it up and the ways in which you might apply the skills. Be as specific and detailed as you can. Describe as many actual or hypothetical situations as you wish. Use the Skills Application Chart on the following page and extra paper from the "Notes" section if necessary. When you have completed the application exercises, get together with other participants and share your description and ideas. Show your completed application sheets to the workshop coordinator for his approval.

SKILLS APPLICATION

	Type of group	Who will participate?	What will be the general purposes or goals of the group?	What will the group do? How will it operate? What procedures will it follow?	Assume that you will use the 3 skills discussed in this module in the group. How will this help the group achieve its goals?
tuation 1					
tuation 2					
tuation 3					
tuation 4					
tuation 5					

POST-ASSESSMENT

The questions that follow should indicate whether you have achieved the objectives of this module.

Part 1

1. Define in a paragraph each the four types of groups with which counseling personnel should be familiar to implement a comprehensive career guidance system. Include information on appropriate participants, major purpose(s), and typical procedures in your paragraphs. (pp. 21-26)

Task Groups

Guidance Groups

Counseling Groups

2. List in their typical order and define the four stages in the evolution of a group identity. (pp. 29-31)

1. _____

_____

_____

_____

2. _____

_____

_____

_____

3. _____

_____

_____

_____

4. _____

_____

_____

_____

3. List and briefly describe the six characteristics of effective groups discussed in this module. (pp. 31-33)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Part 2

4. - 6. You will need a cassette recorder for the rest of the post-assessment. The coordinator has a cassette tape containing statements to which you will respond to demonstrate your ability to reflect content and feelings and to express your own feelings. When you are ready, play the tape in the presence of a judge who will rate your responses. Further directions are included on the tape. (pp. 35-57)

4.

Part 1

1. The answer to this question is found on pages 21-26 of the text. If, for each type of group, your paragraphs contain information on appropriate participants, major purpose(s), and typical procedures, then you have achieved objective 1 of this module.

2. The answer to this question is found on pages 29-31 in the text. Your answer should include the following information in the order given for you to achieve objective 2.

   1. Forming - the stage of encounter and initial exploration by group members of one another and of their purposes.

   2. Storming - the stage of testing the personal and procedural limits of the group in its activity.

   3. Norming - the stage of resolution of personal relationships and group purposes and procedures into a group identity.

   4. Performing - the stage at which a sense of group identity has been achieved and progress toward group goals begins.

3. The answer to this question is found on pages 31 - 33 of the text. Make sure your definitions include the major points made there. If they do, then you will have achieved objective 3.

Part 2

The rating sheet and criteria the judge will use to evaluate your performance on objectives 4 - 6 are included on the following pages.

POST-ASSESSMENT

ANSWER KEY

RATING SHEET

	Acceptable	Unacceptable
Group Guidance Situation 1. Reflecting content 2. Reflecting feelings 3. Sending I-message		
Task Group Situation 1. Reflecting content 2. Reflecting feelings 3. Sending I-message		
Group Counseling Situation 1. Reflecting content 2. Reflecting feelings 3. Sending I-message		

_____ _____

Participant's Name Judge's Name

RATING CRITERIA

	Acceptable	Unacceptable
Reflecting content	clarifies content expresses acceptance describes behavior remains in the present remains with speaker's own data	criticizes offers solution preaches or moralizes interjects own experiences evaluates or judges makes implications
Reflecting feelings	clarifies feeling expresses empathy names feeling states analogy to feeling describes an action that illustrates feeling remains in the present remains with speaker's own data	criticizes offers solution preaches or moralizes interjects own experiences evaluates or judges makes implications over- or under-states feeling level
Sending I-messages	states own feeling directly states behavior that caused feeling remains current	implies own feelings instead of expressing them directly makes inferences about other's feelings makes inferences about other's behavior suggests behavior patterns categorizes, judges criticizes offers solutions preaches or moralizes

To achieve Objective 4, the trainee must receive an "acceptable" rating each time he reflects the content of a statement.

To achieve Objective 5, the trainee must receive an "acceptable" rating each time he reflects the feelings communicated by a statement.

To achieve Objective 6, the trainee must receive an "acceptable" rating each time he sends an I-message.

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COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is very important. Your responsibilities fall into four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, allow people to have fun. On the other hand, make it clear that there is a very serious purpose behind the workshop. People should be relaxed but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. If things are going too fast and people are getting lost, slow down the pace, call for questions, make sure participants are absorbing the material. Keep the flow smooth at junctures in the module. Wind up one activity with a satisfying resolution and ease participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapt to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people, don't let the aggressive ones dominate. Seek out questions and uneasiness, get them into the open, talk them over, especially at the beginning. Watch facial expressions

and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction, nudge them that way when they're not. Judge whether they perform adequately in the activities and assessments. Keep a record of how each participant does. In general, try to maintain the quality level of the workshop.

Specific Functions of Coordinator

Prior to workshop:

1. Study the module thoroughly ahead of time. Be familiar with all participant materials and this Coordinator's Guide.
2. Make sure all needed materials are present for the workshop (see list entitled "Outside Materials Needed for Module").
3. Prepare and duplicate cassette recordings for Post-Assessment of the group participants from the Post-Assessment tape script included in this guide.
4. Appoint and train judges to evaluate the Post-Assessment Tape Script Activity. (Suggest 1 judge for each 5 participants.) The judges will use the rating sheet and rating criteria included in this guide.
5. Duplicate sufficient copies of the Judge's Rating Sheets for each participant.

At the workshop:

1. Introduce yourself to participants and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to it.
3. Introduce initial activity.
4. Lead discussion following initial activity (note the outline of it later in this guide).
5. Introduce the basic purposes and structure of the module (see outline on page 5.) Put participants' questions on the board, unless they're immediately resolvable.
6. Start participants on the Pre-Assessment. When they have completed it, place questions on the board.
7. Run the tape-slide presentation. Lead any discussion following this, placing additional questions on the board.
8. Start participants on the Initial Reading.
9. Lead discussion following the reading. Discuss the questions on the board and any new ones that come up.
10. Start participants on the Simulation and assist where necessary.
11. Start participants on In-Depth Study and Practice. Circulate among participants during the reading to answer questions and help wherever possible. Schedule and facilitate the presentations.
12. Start participants on the Application Procedures. Schedule and facilitate discussions. Examine completed application

sheets, approve them if they seem complete and logical.

13. Conduct the Post-Assessment. Collect the results. If time permits, evaluate each of the participants on their performance. Finish after the workshop if necessary. Keep a written account of your evaluations and discuss each with the appropriate participant.

14. Conduct a Wrapup session. Your tasks here are to:

    a. Summarize what has gone on and been accomplished.
    b. Resolve any unanswered questions.
    c. Point out sources for additional study. Go through the Reference section briefly, add any sources you know of.
    d. Mention any technical assistance available--experts related to module topics to whom they might be able to turn.

15. Throughout, observe how things go, collect suggestions for ways to improve the module. Keep a written account of these.

16. Submit copies of documents related to items 12, 13, and 15 in this section to the overall workshop director.

OUTSIDE MATERIALS NEEDED FOR MODULE

1. Bates, M., & Johnson, C. D. A Manual for Group Leaders (2nd ed.). Denver: Love Publishers, 1972.

2. Bennett, M. E. Guidance and Counseling in Groups (2nd ed.). New York: McGraw-Hill, 1963.

3. Commonwealth of Pennsylvania, Department of Public Instruction, Bureau of Guidance Services. Group Techniques in Guidance. Harrisburg, Pa.: Commonwealth of Pennsylvania, 1968.

4. Maier, N. R. Problem-solving Discussions and Conferences: Leadership Methods and Skills. New York: McGraw-Hill, 1963.

5. Rogers, C. R., & Roethlisberger, F. J. "Barriers and Gateways to Communication." Harvard Business Review, 1952, No. 52408, 28-34.

VERBAL PRESENTATION FOLLOWING INITIAL ACTIVITY

Coordinator makes presentation such as following:

These skits have shown examples of skills that have been found to WORK in group counseling situations vs. those that DON'T WORK.

1. GIVING A "LOGICAL" RESPONSE: "But Bill, how else could they manage all those thousands of students?" This ignores the feeling of dislike for big universities that Bill displays. To the extent that the leader ignores members' feelings, he treats members as unimportant. Responding to feelings with facts often clouds the issue.

2. PREACHING: "But worth it, Tom. We've all got to take risks to grow." The leader ignores Tom's cues that he might be afraid of going away to college.

3. CRITICIZING: "That's not exactly responsible behavior, Bill." This doesn't allow Bill the right to his feelings of pleasure at his idea.

4. ADMONISHING: "That's the voice of experience speaking. I think you'd all do well to consider it."

5. GIVING SOLUTIONS INAPPROPRIATELY: "You should check out scholarships and loans, Laurie." The leader apparently assumes that Laurie doesn't know enough to check these things out for herself. Advice is appropriate at times, of course, but this advice does not show respect for Laurie's own ability to handle her life.

   "It's important for you to pick a goal for yourself, consider consequences, and behave in the way that's the best overall." Though the leader's statement is true, it implies that Bill has not done any of these things in deciding on the personal value of his bicycle trip to him.

6. INTERJECTING OWN EXPERIENCE INAPPROPRIATELY: "A friend of mine from my high school days called me last month, and told me how sick of his job he was and how he regretted not having gone to college." Especially after the conversation which has gone before, the leader's account of his friend's phone call is likely to strike the students as unrelated to their feelings about college. "That's the kind I went to and I've always been glad." This comment might be valuable in other circumstances. But the leader's

failure to listen and respond to the students' feelings makes it unlikely that they will listen to his with any sympathy or sense of identification at this point.

7. REPORTING GROUP MEMBERS' STATEMENTS INACCURATELY: "What Joanne said about never going back is the truth." Joanne said her father said that. She said she didn't feel that way at all.

8. REFLECTING FEELINGS INACCURATELY (OR NOT AT ALL): "And Joanne's right in thinking big campuses are stimulating." Joanne didn't express the thought that big campuses are stimulating. She expressed a feeling of hopefulness that they could be. "Riding a bike around the world wouldn't get you any closer to your goals." Bill thinks riding a bike around the world would be fun; the leader doesn't respond to his pleasure in his dream at all.

9. UNAWARENESS OF OWN FEELINGS: Tone of whole interaction. The leader probably would have been surprised at students' feelings that "he's trying to force us to go to college, and to go right away." He would probably have responded that he merely wants them to understand why college is important and how it can be rewarding, and that their choices are up to them. There are at least two possibilities here: 1) he really does want to force them and doesn't admit it to himself, or 2) he does want them to make own choices but his communication style does not convey that.

What did second leader do right?

1. He refrained from all the "evaluative" kinds of comments reflected in the previous interaction. He did the following things:

2. He listened for the CONTENT of what the students said. "It sounds like you think college could be sort of a factory, rather than a growth experience." "Sounds like just the opposite problem. It's no fun to have no privacy, either." "You think you'd learn more doing that right now than in college."

3. He listened for the FEELINGS implied by what the students said. "Sounds to me, Tom, like you feel torn." "You don't feel that way."

4. He PARAPHRASED the content and feeling of students' statements back to them. Content: "It sounds like you think college could be sort of a factory rather than a growth experience." "Sounds like just the opposite problem." "You think you'd learn more doing that right now than in

college." Feeling: "Sounds to me, Tom, like you feel torn." "You don't think they're being too fair with you." "You don't feel that way." In doing this he accomplished two things: 1) encouraged the students to fully express themselves so that they and the others could understand clearly what was meant; 2) conveyed his respect for the students as people, their ideas, feelings, fears and dreams.

5. He EMPATHIZED with students, attempting to look at situations from their viewpoint. "You think there are other things of value in life besides classroom learning." "Sounds to me, Tom, like you feel torn."

6. He CLARIFIED students' positions as he saw them for themselves and for one another. "Tom must have some feelings that it's not an easy thing to do."

7. He SUGGESTED A SOLUTION WHEN APPROPRIATE. "There's money available from some very unusual sources." After Laurie had expressed her feelings and revealed her need for knowledge about sources of financial assistance, the leader could make suggestions of fact.

8. Throughout the interaction, he MODELED the kind of behavior he hoped to encourage in the students.

9. He REVEALED HIS OWN FEELINGS when it was appropriate. "I'm glad to see all of you looking at all sides of the picture. It makes me confident that you'll make some well-thought-out choices.

The first leader wasn't trying to do anything wrong. He was trying to help a group of young people with some college potential to consider their futures. He recognized some of their feelings: he sensed Tom was afraid to take risks and that Laurie wanted to go to college. He obviously felt college would be a worthwhile experience for these students and wanted them to consider going. But he probably alienated more than he convinced. He assumed that his greater knowledge of higher education qualified him to tell students what they should feel, instead of listening and working with what they did feel.

The second leader didn't get anybody's mind made up about

college. But he allowed the students to think for themselves. He solicited their feelings and ideas about each situation and treated those feelings and ideas with respect. He encouraged mature behavior by treating the students as if they were capable of it. He helped them clarify what they really meant by their statements and what they really felt about their lives. And he behaved as if he trusted them to consider options and consequences--and his trust made them better equipped to do that.

In what situations might guidance, counseling, and other personnel be needed as group leaders? They might be needed in any situation where each member of the group should or may have a contribution to make toward the group's goal. Teaching guidance units to classroom-sized groups would call for group leadership skills if class discussion were to follow the presentation. Conducting small counseling groups with students certainly would. Group meetings with other counseling or teaching personnel for purposes of problem-solving would call for these skills. PTA meetings or other meetings with groups of parents or the public might. Even a conference with both of a child's parents might be called a group meeting and might require group leadership skills.

What is the group leader's role? Basically, it is the opposite of dispensing information or handing out solutions. The group leader's role is to facilitate the accomplishment of the group's goals. It is to promote the full use of each member's resources in reaching the group's goals. This sometimes means, as in the second skit, that the group leader is not primarily a contributor of ideas or feelings. In fact, some authors feel that the group leader

detracts from his functions as leader to the extent that he contributes. For example, his authority as leader, or as counseling staff member, or as boss, may make the group unwilling to treat his contributions like anyone else's. This may not be true in all situations. But the group leader's primary function is to observe the group process in action and help remove obstacles to its progress. In other words, he is there to improve communication.

In order to meet the first three objectives of this module you will need to demonstrate a familiarity with the general characteristics of groups. You will be asked to show your knowledge of the four types of groups described in the module and how they differ; to give a brief description of group evolution; and to list and describe six characteristics of effective groups. Meeting these objectives should help you know something of what to expect in each type of group, and understand and evaluate any group with which you are working. To meet the last three objectives you will need to exhibit behavioral skills of a kind essential to effective group leadership. They are: 1) listening for and reflecting content of a speaker's statement; 2) listening for and reflecting feelings implied by a speaker's statement; and 3) perceiving and verbalizing one's own feelings. Use of these skills was illustrated in the second skit, and their lack of application shown in the first skit. These three are fundamentally skills in perceiving and expressing. Completing this module will give you practice in the specific kinds of perception and expression appropriate to the concept of leader as facilitator. Of course, we all listen to what others say every day, and we all grasp a lot of what is said to us or we wouldn't

survive. But listening of the kind we have described in our skit is of an unusual kind and is a powerful tool. When you complete this module, hopefully you will not only be able to grasp more of the implications of what people say than you could before, but also be able to put this reflective kind of listening to work to foster the growth of the group members with whom you work.

(Leader next outlines plan for the day roughly as follows, inserting breaks for lunch, coffee, end of first day where appropriate.)

Next I'll be distributing a pre-assessment for you to complete, to help you pinpoint where you stand now on the knowledge and skill areas covered in the module. Then we'll see a short slide-tape overview of the information in the module.* After that you will begin the initial reading, which should take no more than an hour to complete.

After the initial reading, we will have an hour-long session where you will break into groups and practice the listening and self-expression skills with one another. After that you will select out of three types of groups the one that interests you most and do more in-depth reading about it. You will then meet with the others who chose this same type of group to study further, and develop a presentation about the most valuable points of your reading for the other two groups. After that you will consider the application of information you have learned in your own setting. Then you will take the post-assessment to measure what you've

*If no slide-tape is available, have participants read through the script of the presentation found in Appendix B.

learned. Finally, we'll address any remaining questions and wind things up.

One last point: the authors of these materials fully recognize that any group leader or any group member may be either a man or a woman. But to avoid clumsy language they have been unable to avoid the universal "he" in many instances.

Do you have any questions? (If appropriate, presenter lists on board questions which will need further discussion later in workshop in order to reach resolution.)

POST ASSESSMENT TAPE SCRIPT

Narrator: This tape represents the post-assessment exercise for Objectives 4 to 6 of the staff development module "Groups and Group Leadership Skills." On it you will hear conversations that occurred in three types of groups. I will explain the general situation before each conversation. After you hear the conversation, I will ask you to step into the role of one of the group members. The last statement of the conversation will be repeated three times. After the first repetition I will ask you to reflect the content of the statement. When the statement is repeated the second time I will ask you to reflect the feelings the speaker is communicating. After the third repetition I will ask you to respond to the statement by sending an "I-message" to communicate your feelings. A trained judge will listen to your responses and rate them either "acceptable" or "unacceptable" according to a prespecified criteria. A copy of the rating sheet the judge will use is included in the post-assessment answer key. You may study it now if you wish. If you have any questions, stop the tape and ask the coordinator before proceeding.

Pause

All set? Okay, here is the first situation.

Fifteen high school juniors attend a weekly group guidance session with their counselor. The purpose of the meetings is to help members gather and consider information that might be useful in their career planning. Group members have just received the results of a standardized vocational interest test they took earlier. The counselor has just finished a general explanation of the vocational interest profiles they received. Three students are discussing their profiles.

Student 1: Wow! This came out about as I expected, but look at "Out-of-doors." I'm right at the top on that one.

Student 2: Sure. No wonder. You wanted to be outside on the first nice Saturday in spring rather than in the guidance office taking a test.

Student 3: These test results are useless. What a waste of time it was taking that test.

Narrator: Imagine you are the counselor. Reflect the content of this statement.

Student 3: These test results are useless. What a waste of time it was taking that test.

(Pause one minute)

Narrator: Now, reflect the feelings behind this statement.

Student 3: These test results are useless. What a waste of time it was taking that test.

(Pause one minute)

Narrator: And now, send an "I-message" that communicates your feelings in response to this statement.

Student 3: These test results are useless. What a waste of time it was taking that test.

(Pause one minute)

Narrator: O.K.? Now let's move on to the second situation.

A task group is trying to select a site for an occupational awareness field trip, part of a new elementary career guidance program they are planning. The program is being pushed by a counselor. Two teachers seem willing to cooperate.

Teacher 1: I think we should go to the firehouse as we've done before. The children love to see the fire engines and the firemen always enjoy talking about their work.

Teacher 2: Yes! And we could increase the career relevance of the trip by teaching a unit on the work and life-style of a fireman before going. The boys could make firehats. . .

Counselor: Wait a minute! The way you're talking all the little girls will end up mothers or nurses. How about a trip to the research lab where the kids can see both men and women peering into microscopes.

Narrator: You are to assume the role of the district director of guidance, the fourth member of the task group. Reflect the content of this statement.

Counselor: Wait a minute! The way you're talking all the little girls will end up mothers or nurses. How about a trip to the research lab where the kids can see both men and women peering into microscopes.

(Pause one minute)

Narrator: Now, reflect the feelings behind this statement.

Counselor: Wait a minute! The way you're talking all the little girls will end up mothers or nurses. How about a trip to the research lab where the kids can see both men and women peering into microscopes.

(Pause one minute)

Narrator: And now, send an "I-message" that communicates your feelings in response to this statement.

Counselor: Wait a minute! The way you're talking all the little girls will end up mothers or nurses. How about a trip to the research lab where the kids can see both men and women peering into microscopes.

(Pause one minute)

Narrator: The final situation occurs in a group counseling session. Six junior high school students have been engaging in a lively discussion of "problems with parents."

Student 1 (male): My mom bought me a pair of madras Bermuda shorts and matching knee socks for my birthday. Boy, is she out of it!

Student 2 (female): Yeah! I got a one piece bathing suit with a little skirt from my dad.

Student 3: All grown-ups have lousy taste. My folks are just the same. They buy me things they'd like. They don't even know what I like.

Narrator: You are the leader of the counseling group. Reflect the content of this statement.

Student 3: All grown-ups have lousy taste. My folks are just the same. They buy me things they'd like. They don't even know what I like.

(Pause one minute)

Narrator: Now reflect the feelings behind this statement.

Student 3: All grown-ups have lousy taste. My folks are just the same. They buy me things they'd like. They don't even know what I like.

(Pause one minute)

Narrator: Finally, send an "I-message" that communicates your feelings in response to this statement.

Student 3: All grown-ups have lousy taste. My folks are just the same. They buy me things they'd like. They don't even know what I like.

(Pause one minute)

Narrator: You have now completed the post-assessment exercise for the Staff Development Module "Groups and Group Leadership Skills." Check your work on Part 1 using the answer key provided. Go over the ratings you received on Part 2 with the judge. Before you leave this module, study the relevant pages in the text or resources the coordinator suggests from the reference list for any objective you failed to achieve.

JUDGE'S RATING SHEET

	Acceptable	Unacceptable
Group Guidance Situation 1. Reflecting content 2. Reflecting feelings 3. Sending I-message		
Task Group Situation 1. Reflecting content 2. Reflecting feelings 3. Sending I-message		
Group Counseling Situation 1. Reflecting content 2. Reflecting feelings 3. Sending I-message		

Participant's Name

Judge's Name

JUDGE'S RATING CRITERIA

	Acceptable	Unacceptable
Reflecting content	clarifies content expresses acceptance describes behavior remains in the present remains with speaker's own data	criticizes offers solution preaches or moralizes interjects own experiences evaluates or judges makes implications
Reflecting feelings	clarifies feeling expresses empathy names feeling states analogy to feeling describes an action that illustrates feeling remains in the present remains with speaker's own data	criticizes offers solution preaches or moralizes interjects own experiences evaluates or judges makes implications over- or under-states feeling level
Sending I-messages	states own feeling directly states behavior that caused feeling remains current	implies own feelings instead of expressing them directly makes inferences about other's feelings makes inferences about other's behavior suggests behavior patterns categorizes, judges criticizes offers solutions preaches or moralizes

To achieve Objective 4, the trainee must receive an "acceptable" rating each time he reflects the content of a statement.

To achieve Objective 5, the trainee must receive an "acceptable" rating each time he reflects the feelings communicated by a statement.

To achieve Objective 6, the trainee must receive an "acceptable" rating each time he sends an I-message.

WRAP-UP

Coordinator covers following points:

1. Summary of workshop activities.
2. Remaining questions or new questions about module topics should be resolved if possible. The coordinator should seek members' opinions, refer them to further reading, or other appropriate actions.
3. The coordinator should go over resource list with participants so that they know how they can work on their own in more depth.
4. The coordinator should make known any followup help or technical assistance that will be available to participants.

APPENDIX B

TAPE-SLIDE SCRIPT

GROUPS AND GROUP LEADERSHIP SKILLS

VISUAL	SPOKEN
1. Title Slide: Groups and Group Leadership Skills	1. Music--moderate tempo, no words. 5-6 seconds. Fades.
2. Adult speaking in meeting, concerned but not upset.	2. "But we're not addressing the problem of student acceptance and participation at all. What good can we really do if we don't deal with that point?"
3. Group leader in same meeting, speaking in response.	3. "You think student participation should be one of our most important concerns."
4. Student in group, speaking.	4. "I've been studying really hard in my chemistry class, but I don't seem to do any better on tests and I don't know what else to do."
5. Shot of different group leader in group, speaking in response.	5. "You feel disappointed that your efforts aren't accomplishing much."
6. Different student in different group, speaking, looking angry.	6. "None of the adults around this place like kids. You all have it in for us."
7. Different group leader in group, speaking in response.	7. "I feel kind of hurt to hear you say that."
8. Title Slide: Types of Groups.	8. NARRATOR: There are several different types of groups with which guidance and counseling personnel may become involved.
9. #2 above.	9. One type is a task group with other staff members, teachers, administrators, or students. This type of group has decisions to make or products to turn out.

10.	#4 above	10. Another type is a guidance group, usually with students. This group is concerned with information on educational and vocational topics.
11.	#6 above	11. A third type is a counseling group, also usually with students. This group is concerned with the more personal problems of living of its members.
12.	Different student in group, looking serious.	12. A fourth type, not common as such to school settings, is the psychotherapy group.
13.	Title Slide: Stages in the Evolution of Group Identity.	13. All groups go through certain stages on their way to becoming functioning entities.
14.	Group of adults in discussion, one member, listening.	14. Before they can turn their whole attention to their stated purposes, members must begin to define their individual purposes and relationships to other members adequately.
15.	Same member, talking.	15. They must seek the limits of their activities in terms of procedures and of member relationships.
16.	Same member, talking to another member.	16. Then they must resolve their differences in perception and form a group identity and purpose acceptable to all.
17.	Circular groups of students.	17. These stages may take only a brief time in some groups. In others they may take a number of meetings.
18.	Same group, one talking.	18. After they have achieved an acceptable group identity, the group members can begin to focus on achieving the goals they have established.
19.	Title Slide: Characteristics of Effective Groups.	19. Those groups in this final stage which are functioning effectively generally behave in definite ways.

20.	Group of cartoon figures all talking at once. One member shaking fist at another.	20. Discussion includes all members. It is pertinent to the topic. Disagreement is openly expressed.
21.	Same group, all talking at once. Each member has light bulb in balloon above head.	21. Ideas and feelings are freely expressed.
22.	Same group, each member wearing a big grin.	22. General agreement is common after all points of view have been explored.
23.	Group members in track suits running obstacle course. One member stands at finish line with stop-watch.	23. The group pays attention to its own process and faces obstacles when they occur.
24.	#3 above.	24. Group leaders have great effect on the quality of their group's functioning.
25.	#5 above	25. Leadership skills have been studied in depth in recent years.
26.	#7 above.	26. It has been shown that leader-ship skills can be improved by studying what they are and by practice.
27.	Leader pointing to board with diagram (see attached).	27. Of course different kinds of skills are appropriate to different kinds of groups.
28.	Title Slide: Basic Group Leadership Skills.	28. Basic to all groups, however, are communication skills. We are going to focus on three in this module.
29.	Shot of group of students with adult leader. One student talking, leader listening.	29. The first skill on which we will concentrate is the ability to understand and reflect accurately the <u>content</u> of what a group member says.
30.	Same leader, talking to student in #29, serious.	30. The second skill is the abil-ity to perceive and reflect accurately the <u>feelings</u> con-tained in what a group member says.

31. Same leader, closeup, talking.	31. The third skill is to perceive one's <u>own</u> genuine feelings in a <u>particular</u> situation, and to express them clearly and without hidden messages.
32. Same leader, talking with another adult in hall.	32. Communicating is something we all do every day, of course.
33. Same leader walking with student, talking.	33. Most of us think we do a good job--and much of the time we do.
34. Same leader, looking frustrated, talking to different student partly turned away from leader.	34. Most of us know we could do a <u>better</u> job, too.
35. Same student, listening to leader attentively.	35. In our day-to-day communication we rarely get direct feedback on how well we understand others, or how well we express ourselves.
36. Same student, talking to leader.	36. Practicing these specific skills and receiving feedback on the effectiveness of your statements can be a valuable way to improve your ability to communicate clearly.
37. #3 above.	37. Listening for and reflecting content help insure that the speaker and the listener understand each other. Repeat of #3: "You think student participation should be one of our most important concerns."
38. Same adult as in #2, looking satisfied.	38. In addition, listening for and reflecting content can open the way for further communication on the situation being discussed.
39. #5 above.	39. Listening for and reflecting feelings can deepen communication to a more genuine level. Repeat of #5: "You feel disappointed that your efforts aren't accomplishing much."

40. Same student as in #4, smiling.	40. Also, listening for and reflecting feelings can create a climate of acceptance that significantly aids group functioning.
41. #7 above.	41. Perceiving and expressing accurately one's own feelings are fundamental to genuine communication. Repeat of #7: "I feel kind of hurt to hear you say that."
42. Same student as in #6, listening.	42. Expressing one's feelings in a clear and non-threatening style is a matter not only of intent but of skill.
43. Shot of whole group, in animated discussion.	43. In the material which follows we will be concentrating on understanding and practicing these skills and their usefulness in the group settings we have mentioned.

APPENDIX C

STAFF TRAINING MODULE DESCRIPTIONS

1. Orientation

   Gives an in-depth approach to understanding what the comprehensive approach to guidance, counseling, and placement is, what its advantages are, how competency-based training is related to using this approach, and how to determine what training is relevant. Requires 15 - 20 hours to complete.

2. Assessing Desired Outcomes

   Presents various methods of planning and conducting a needs assessment as well as ways of summarizing, analyzing, and reporting the data. Requires 15 - 20 hours to complete.

3. Computer Assisted Reporting

   Provides a general knowledge of the process necessary to develop an effective Computer Information System and enables the participant to select the best approach for gathering and analyzing data from all available options, for a district's particular needs. Requires 10 - 12 hours to complete.

4. Current Guidance Program Assessment

   Provides an understanding of why a current guidance program assessment is needed, how the assessment can be conducted, and what use can be made of the data after it is obtained. Requires 10 - 12 hours to complete.

5. Determining Program Goals and Objectives

   Makes use of the current status assessment and desired outcomes assessment reports to produce a complete set of program goals and student performance objectives for a new program. Requires 10 - 12 hours to complete.

6. Alternative Strategies

   Examines strategies which would be appropriate to the goals and objectives of the program being structured, specifies criteria for assessment of alternative strategies presented, and provides evaluation procedures for the selected strategies. Requires 12 - 15 hours to complete.

7. Groups and Group Leadership Skills

Presents an overview of ways school counselors or other educators could use group leadership skills with task groups, guidance groups, and counseling groups to implement a comprehensive career guidance system. The module also facilitates the development of three basic communication skills that are useful in facilitating interpersonal interaction in all group settings. Requires 12 - 15 hours to complete.

8. Planning Paraprofessional Programs

Provides the structure for the participant to plan, implement, and evaluate a paraprofessional school guidance program in his/her own setting. Also presents the history, development, and major issues involved in the utilization of paraprofessionals. Requires 12 - 15 hours to complete.